MANUAL

(CONTAINING COURSE OF STUDY)

ELSON THIRD GRADE READER

BY

WILLIAM H. ELSON

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SCOTT, FORESMAN AND COMPANY

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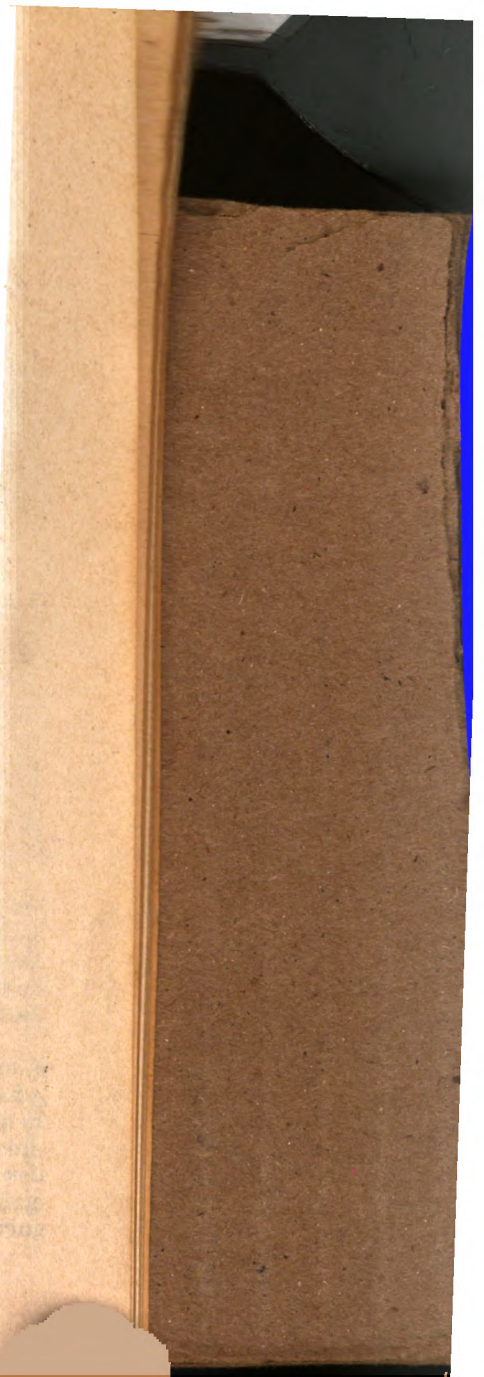

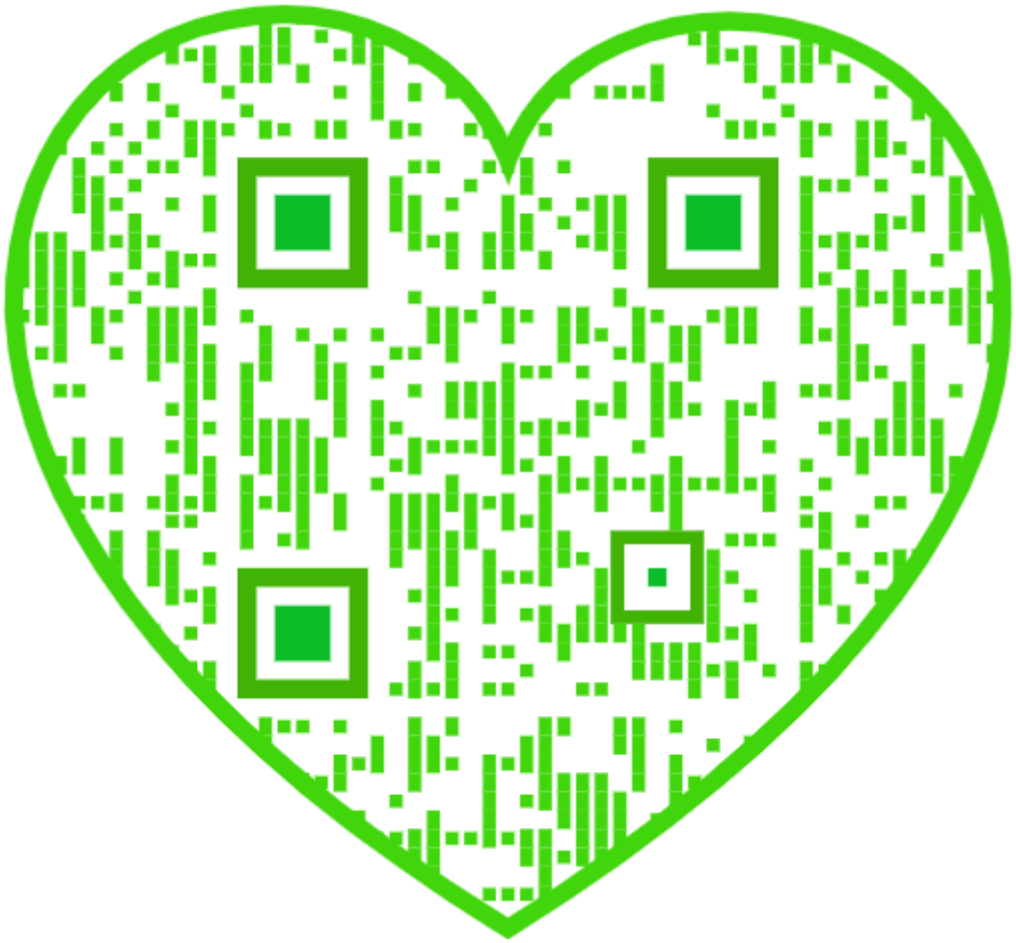

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INTRODUCTION

This Manual has been prepared in the belief that reading is the most important subject in the curriculum, and that to teach it effectively requires careful daily preparation. In the congested program of studies incident to the present-day school, such preparation has become exceedingly burdensome to the teacher. The author hopes to lighten this task by providing ready-to-use material which may be freely drawn upon.

Part One contains "A Course of Study" and "Suggested Groupings." Obviously, a Reader in which the material is organized cannot be studied throughout, page by page. Because of this fact, the Manual provides a "Course," which is intended to "blaze a pathway" through the book, having regard for sequence, variety, and flexibility. In the "Suggested Groupings," the selections are arranged according to theme, or according to various phases of adaptability, as, Memorizing, Readings by Teacher, Public Recitation, and Dramatization. Among the factors that make for efficiency in the teaching of reading, the purposeful organization of material holds a prominent place.

Part Two consists of "Practical Suggestions." These are intended to emphasize the essentials in good teaching. Primary reading in recent years has progressed mainly along the line of *method* rather than *material.* The present demand is that the school shall lay emphasis upon *content,* giving the child worth-while literary possessions.

Part Three deals with "Lesson Plans." The aim here is to give such ready helps, by means of questions, suggestions, explanations, and word-lists, as satisfy the requirements of the various selections. Suitable words to add to the children's vocabulary have been chosen for each lesson, as well as words for drill in pronunciation, spelling, and meaning. These will aid in establishing correct usage and in insuring systematic growth of vocabulary.

In preparing this Manual, the aim has been to suggest ways of helping the child to overcome the difficulties which lie in the way of his understanding and appreciating good literature. Explanations and suggestions alone will not do this, but they will be of great service in creating conditions which make for genuine pleasure in reading good poetry and prose. Everything possible must be done, first to command the child's interest in the selection, and second to awaken his admiration for it. The teacher's expressions of pleasure in the piece, if genuine, will go far toward stimulating a like feeling in the minds of the children.

The Helps in the Reader itself and the whole content of the Manual are simply hints as to ways by which the teacher may lead her pupils into the realm of good literature, whether in prose or verse.

THE AUTHOR.

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PART ONE

A COURSE OF STUDY: SUGGESTED GROUPINGS

The following course is outlined with reference to a sequence of lessons and a progressive development; a certain balance between long and short selections and between prose and poetry; a proper placement of seasonal and festival pieces; and a due regard for variety. The course is flexible and may be modified to meet varying conditions in which reading is made incidental and supplemental to other activities of the school,—such as a field excursion, a current happening, or an immediate problem in ethics.

A COURSE OF STUDY

FIRST HALF YEAR

FAREWELL TO THE FARM (7)
THE BROWNIE OF BLEDNOCK (9)
THE FAIRIES (17)
HOW DOUGHNUTS CAME TO BE MADE (19)
THE FAIRY SHOES (23)
OLD HORSES KNOW BEST (48)
THE MISER (49)
THE DOG AND THE HORSE (50)
THE BROWNIES (29)
FAIRY-FOLK (36)
THE SKYLARK'S SPURS (38)
THE JUMBLIES (46)
COLUMBUS AND HIS SON DIEGO (144).....COLUMBUS DAY, OCTOBER 12
ROBIN REDBREAST (214)
THE FOX AND THE CROW (51)
THE CLOWN AND THE COUNTRYMAN (52)
WHY THE RABBIT'S TAIL IS SHORT (53)
THE SIMPLETON (56)
THE STONE-CUTTER (63)
THE PIGTAIL'S PLACE (66)
JOSEPH, THE RULER (162)
THE SHEPHERD (173)
THE CANDLES (94)
LITTLE PUMPKIN'S THANKSGIVING (123) } .....THANKSGIVING DAY
BROTHER FOX'S TAR BABY (73)
ONLY ONE MOTHER (92)
WHICH LOVED BEST? (93)
DAVID, THE SINGER (174)
A CHRISTMAS WISH (128)
GRETCHEN'S CHRISTMAS (130)
THE CHRISTMAS TREE (137)
WHERE DO THE OLD YEARS GO? (138) } .....CHRISTMAS AND NEW YEAR
THE GOLDEN FISH (68)
SUPPOSE (109)
CINDERELLA, OR THE LITTLE GLASS SLIPPER (235)
WHAT BROKE THE CHINA PITCHER (218)
THE GOLDEN PEARS (84)

SECOND HALF YEAR

HANS AND THE FOUR GREAT GIANTS (248)
A LITTLE LAD OF LONG AGO (158).....LINCOLN'S BIRTHDAY, FEBRUARY 12
THE BOY, THE BEES, AND THE BRITISH (151)
WASHINGTON'S BIRTHDAY (156) } .WASHINGTON'S BIRTHDAY, FEBRUARY 22
IRENE, THE IDLE (98)
THE GOLDEN GOOSE (79)
ULYSSES AND THE BAG OF WINDS (111)
WHICH WIND IS BEST? (114)
LITTLE PAPOOSE (119)
PEBOAN AND SEEGWUN (120)
SIGNS OF THE SEASONS (223)
THE SLEEPING BEAUTY (229)
FAIRY DAYS (227)
THE STAR AND THE LILY (115)
THE BIRD AND THE SHIP (208)
THE SHELL (216)
THE RAINDROP'S RIDE (217)
THE BROOKLET (222)
THE FIRST EASTER EGGS (139).....EASTER DAY
BROTHER GREEN-COAT (200)
FAIRYLAND (247)
SAINT GEORGE AND THE DRAGON (185)
NEST EGGS (213)
MOTHER SPIDER (224)
CALLING THE VIOLET (198)
BIRDS IN SPRING (209)
WHAT KEPT THE CHIMNEY WAITING (210)
THE DAISIES (197)
THE UGLY DUCKLING (257)
THE SCARECROW (206)
VACATION TIME (270)

SUGGESTED GROUPINGS

In the Elson Readers the selections are grouped according to theme. Such an organization of material aids teachers in making a comparative study of selections that have similarities in fancy, or form, or ethical lesson. Different authors have written upon a given theme; the pupils wish to compare their fancies; grouping makes this easily possible. For example, in the poems *Calling the Violet*, p. 198, and *Birds in Spring*, p. 207, both poets picture a spring day, with its bright sunshine and all Nature astir with life. One coaxes the violets to come out, telling them that "fleecy clouds float overhead," that "wings flutter and fly," that "the winds sigh" for them and "the rain whispers 'come,'" and that a "troop of sunbeams are winning" them out. The other fancies that "all the birds are in a bustle," that there is "a ceaseless croon and twitter" and "a flash of wings that glitter," that frogs are "croaking," that "midges are dancing on the grass, their gauzy wings glancing as they pass," and that "all this haste and hurry, all this outdoor flush and flurry" means that spring is coming.

If children are to see and enjoy these and similar comparisons, the material must be arranged according to a plan, with selections organized for purposes of such study. Moreover, season and festival pieces should be read in season. This arrangement aids in creating a class spirit in harmony with the theme. For example, to read

in midwinter *Calling the Violet* and *Birds in Spring,* poems that symbolize spring's life and gladness—is to lose their impressive effect upon the children. To read a Christmas story in June would be equally absurd. There are many selections in which the seasonal element is wanting, but thoughtful teachers will always organize their material with reference to a purpose. As suggestive examples of such an organization, the following groupings are offered:

Selections for Memorizing

FAREWELL TO THE FARM (7)
THE FAIRIES (17)
FAIRY-FOLK (36)
THE JUMBLIES (46)
ONLY ONE MOTHER (92)
WHICH LOVED BEST? (93)
SUPPOSE (109)
WHICH WIND IS BEST? (114)
LITTLE PAPOOSE (119)
A CHRISTMAS WISH (128)
WHERE DO THE OLD YEARS GO? (138)
WASHINGTON'S BIRTHDAY (156)
THE DAISIES (197)
CALLING THE VIOLET (198)
THE SCARECROW (206)
THE BIRD AND THE SHIP (208)
BIRDS IN SPRING (209)
NEST EGGS (213)
ROBIN REDBREAST (214)
THE SHELL (216)
THE RAINDROP'S RIDE (217)
THE BROOKLET (222)
SIGNS OF THE SEASONS (223)
FAIRY DAYS (227)
FAIRYLAND (247)
VACATION TIME (270)

Selections for the Teacher to Read to Pupils

FAIRY-FOLK (36)
THE JUMBLIES (46)
THE PIGTAIL'S PLACE (66)
ONLY ONE MOTHER (92)
THE CANDLES (94)
THE BOY, THE BEES, AND THE BRITISH (151)
JOSEPH, THE RULER (162)
DAVID, THE SINGER (174)
SAINT GEORGE AND THE DRAGON (185)
THE DAISIES (197)
THE SLEEPING BEAUTY (229)
CINDERELLA (235)
HANS AND THE FOUR GREAT GIANTS (248)
THE UGLY DUCKLING (257)

Dramatized Selections

THE SIMPLETON (56)
BROTHER FOX'S TAR BABY (73)
THE FIRST EASTER EGGS (139)

Selections for Public Recitation

THE FAIRIES (17)
HOW DOUGHNUTS CAME TO BE MADE (19)
FAIRY-FOLK (36)
THE JUMBLIES (46)
THE MISER (49)
THE DOG AND THE HORSE (50)
THE FOX AND THE CROW (51)
THE CLOWN AND THE COUNTRYMAN (52)
THE PIGTAIL'S PLACE (66)
WHICH LOVED BEST? (93)
SUPPOSE (109)
WHICH WIND IS BEST? (114)
PEBOAN AND SEEGWUN (120)
A CHRISTMAS WISH (128)
WHERE DO THE OLD YEARS GO? (138)
A LITTLE LAD OF LONG AGO (158)
THE DAISIES (197)
THE SCARECROW (206)
BIRDS IN SPRING (209)
NEST EGGS (213)
ROBIN REDBREAST (214)
THE SHELL (216)
SIGNS OF THE SEASONS (223)
FAIRYLAND (247)
VACATION TIME (270)

Selections Adapted to Dramatization

THE BROWNIE OF BLEDNOCK (9)
THE DOG AND THE HORSE (50)
THE CLOWN AND THE COUNTRYMAN (52)
WHY THE RABBIT'S TAIL IS SHORT (53)
THE GOLDEN GOOSE (79)
THE GOLDEN PEARS (84)
WHICH LOVED BEST? (93)
IRENE, THE IDLE (98)
ULYSSES AND THE BAG OF WINDS (111)
LITTLE PUMPKIN'S THANKSGIVING (123)
THE BOY, THE BEES, AND THE BRITISH (151)
JOSEPH, THE RULER (162)
BROTHER GREEN-COAT (200)
THE SCARECROW (206)
WHAT KEPT THE CHIMNEY WAITING (210)
THE SLEEPING BEAUTY (229)
CINDERELLA, OR THE LITTLE GLASS SLIPPER (235)

Selections Grouped According to Theme

HELPFULNESS:

THE BROWNIE OF BLEDNOCK (9)
THE BROWNIES (29)
THE FAIRY SHOES (23)
THE SKYLARK'S SPURS (38)
WHICH LOVED BEST? (93)

THANKSGIVING:

THE CANDLES (94)
LITTLE PUMPKIN'S THANKSGIVING (123)

CHRISTMAS:

A CHRISTMAS WISH (128)
GRETCHEN'S CHRISTMAS (130)
THE CHRISTMAS TREE (137)

NEW YEAR:
WHERE DO THE OLD YEARS GO? (138)

COLUMBUS DAY (OCTOBER 12):
COLUMBUS AND HIS SON DIEGO (144)

LINCOLN'S BIRTHDAY (FEBRUARY 12):
A LITTLE LAD OF LONG AGO (158)

WASHINGTON'S BIRTHDAY (FEBRUARY 22):
THE BOY, THE BEES, AND THE BRITISH (151)
WASHINGTON'S BIRTHDAY (156)

EASTER:
THE FIRST EASTER EGGS (139)

TRUTH:
THE GOLDEN PEARS (84)

FLATTERY:
THE FOX AND THE CROW (51)

DISCONTENT:
THE STONE-CUTTER (63)
THE GOLDEN FISH (68)

UNSELFISHNESS:
CINDERELLA, OR THE LITTLE GLASS SLIPPER (235)
HANS AND THE FOUR GREAT GIANTS (248)

BOASTFULNESS:
WHY THE RABBIT'S TAIL IS SHORT (53)
THE DOG AND THE HORSE (50)
OLD HORSES KNOW BEST (48)

GREED:
ULYSSES AND THE BAG OF WINDS (111)
THE GOLDEN GOOSE (79)
THE MISER (49)

IDLENESS:
IRENE, THE IDLE (98)

TRICKERY:
THE SIMPLETON (56)

HUMOR:
THE JUMBLIES (46)
THE PIGTAIL'S PLACE (66)

CHEERFULNESS:
SUPPOSE (109)

FANCIES:
THE DAISIES (197)
CALLING THE VIOLET (198)
THE SCARECROW (206)
THE SHELL (216)
THE RAINDROP'S RIDE (217)
FAIRYLAND (247)

PART TWO

PRACTICAL SUGGESTIONS

How Reading Differs from Other School Studies

Reading has for its aim æsthetic beauty—beauty of language, imagery, and thought—while other school subjects deal primarily with information and seek utilitarian ends. Except music and art, reading is the only study which by its appeal to the sense of beauty, to the imagination, and to the emotional life of children, refines and spiritualizes their natures. It is a counteracting influence to the hardening effects of drill studies. It is, therefore, a serious mistake to allow the reading lesson to degenerate into mere "reading for information." The period of the regular reading lesson should be reserved for giving to the children literary possessions, and for filling their minds with those beautiful imaginative pictures which Wordsworth tells us are "the bliss of solitude."

The facts of life with which literature deals are "dressed up," set in a picture, as it were, by the magic touch of the imagination. Thus Hawthorne tells us of daybreak in this imaginative way:

"Day had hardly peeped over the hills."

In literature the homely objects of everyday life are given beauty and new meaning by means of poetic fancies and figures. Language itself is made beautiful by means of rhyme, rhythm, refrain, alliteration, and pleasing combinations of sounds.

In reading, therefore, the teacher should look for gains, not in the number of facts acquired, but in results of an æsthetic kind—gains in the child's ability to see and to appreciate beauty of language and figures of speech; gains in the child's store of mental pictures and in the picture-making power; gains, too, in emotional experience and in

strength of moral judgments. At the same time the wise teacher will stimulate a corresponding progress in ability to grasp literary structure—the plan or plot.

Now, beauty of conduct appeals to our emotions quite as much as beauty of expression. A courageous deed or an unselfish act on the part of characters whom children meet in literature touches their emotions and kindles their strong admiration. In this way the children's horizon of experience is steadily expanded and their moral judgments quickened through stories and poems read in school.

Thus reading seeks a different kind of result from that sought in other studies, for it stimulates and trains the imagination, the emotions, and the character in a way peculiarly its own.

The Right Kind of Reading Material

Interesting material is the most important factor in teaching children to read. What kind of literature grips the interest and holds the attention continuously for long periods of time? Unquestionably it is literature that is strong in the story element; it is the plot that interests. Children read to find out "what is going to happen next" in the story; informational material does not satisfy them. Reading for information and for reading's sake results in mere word-calling, because children are not genuinely interested in it. Moreover, literature, to interest children, must be imaginative; it must enter their make-believe world and transform common-place objects into the fanciful; it must recall experiences of their own; it must satisfy their love for action; it must appeal for approval or disapproval to their emotions of joy, love, hate, pride and the rest. With such literature, children read for something which appeals to them as worth while, and they are repaid by a satisfying story.

The Importance of Clear Understanding

It goes without saying that children are to understand what they read. This has to do with the meaning and use of words; the finding of the central thought of the selection; the effect of certain phrases, clauses, and sentences; and a definite grasp of allusions, idioms, comparisons, and figura-

tive expressions. Childhood is a period of rapid growth of ideas and there is a corresponding growth of vocabulary. Children are learning to pronounce words correctly; to put more and more "content" into them as experience widens and deepens; to observe the aptness of the words used in their reading and to be more exact in their selection and use. The teacher is constantly challenging the pupil for the meaning of expressions which he meets in the reading lesson. Good practice requires that pupils shall first determine the meaning of words from their use in the context, and then verify and correct this opinion by reference to the WORD LIST in the back of the Reader. Similarly, the HELPS TO STUDY, containing explanatory and suggestive notes, will be found in the back of the book. These aids make it possible for the teacher to send children to simply-stated sources of information, where they can help themselves and in this way make the preparation of the reading lesson meaningful and effective. Systematic effort on the teacher's part to incorporate into the pupil's working vocabulary, *one or two words* in connection with each selection will yield perceptible gains in the growth of vocabulary. This means varied use of the word chosen, together with drill upon it. Suggested "vocabulary" words are listed in Part Three. Care has been taken to select only such words as serve the daily needs of children of this grade.

Reading Aloud: Having an "Audience"

There is not enough reading aloud in school. Large classes and limited time-allotment serve to minimize the practice in oral reading afforded each pupil. Nor have teachers succeeded in using the home as an aid in giving this needed practice. Yet, as an important factor in teaching, oral reading ranks next to interesting material and clear understanding.

Reading aloud means delivering a message to other persons. It therefore presupposes an interested audience. In school such an audience is usually wanting. This fact accounts for much of the dull, uninteresting, monotonous reading which prevails in many schools. When all the children have the same selection before them, the reader knows that he brings his classmates no message; that he has no real

listeners; that there is no valid reason for his reading aloud. The remedy is to convert the class into listeners, into a genuine "audience." To secure this result, have all books closed and bring the reader in front of his classmates. This makes an efficiency test for the entire school, since the efficient reader must hold the attention of his listeners, and the efficient listener must get the thought by ear. When the reader knows that his hearers must depend wholly upon him for the meaning of his story, he feels a deep sense of responsibility. The "School Reading Club," discussed on page 20, should be supplemented by similar lessons in which individual pupils read entire short selections or divisions of pieces, preferably their favorites, to the class, while the other children, with closed books, are listeners. In such cases, pupils should be encouraged to note, while the reading is in progress, words or phrases which they do not understand. As has already been said, an interested audience is a prime requisite for reading aloud, and the school must set the conditions so as to provide it.

Thought-Getting and Thought-Giving

Reading is a thought-getting and a thought-giving process. Though the child's attention must in the early stages be given largely to word-control, yet this is never an *end,* but always a *means* of thought-getting. For children cannot be said to read unless they get thought; word-getting is not reading. Those who use systems of word-control have especial reason to guard against the dangers of over-emphasizing word-calling. Good teachers wisely hold a separate exercise for word-study, leaving the regular reading lesson for practice in thought-getting. When the children have gained the thought, they are asked to interpret it to others. In the beginning, these two phases—thought-getting and thought-giving—are separated. For only by having pupils attend to one process at a time does the teacher save them from a train of bad habits, chief of which is word-calling. The value of the practice of reading by phrase or sentence rather than by words cannot be too strongly emphasized. Thoughtful teachers, in order to strengthen the feeling for the sentence-unit, prohibit pupils from pointing at the words as they read. Instead, they ask pupils to glance at the sentence and then, with closed books,

to reproduce the thought. A good maxim to hold before the class is, "Be sure to get the thought before you attempt to express it."

Imitative Reading

Children learn by imitation. This is no less true in reading than in manners and conduct. But imitation presupposes something to imitate, a model. The teacher must furnish the model of correct and effective expression. To rely wholly upon class models in reading is to fail of securing the highest results. A standard of good oral reading must be set by the teacher. It frequently happens that children cannot express well what they understand clearly, just as they cannot always register the accent on the right syllable in pronouncing a word, even when they know perfectly well which syllable should be uttered with accent. Such occasions offer the teacher opportunity to read for the children the difficult line or sentence or stanza. In poetry, dialogue, and dramatized pieces, the teacher can furnish the model by reading alternate lines or parts with the children, thereby setting the ideal of expression by reading different sentences from those read by the pupils. Occasionally, too, the teacher should read an entire poem or prose story to the children.

Story-Telling

Story-telling holds a commanding place in the primary grades. It is a natural method of early training, for children enter school in full control of the machinery of learning by ear. The school sometimes forgets this and neglects story-telling. To children, it is the most pleasing method of instruction, for by it they are relieved of the burdensome difficulties which claim their attention in reading. They can give the imagination full play, and are in this way enabled to hold in mind both the entire story and the parts or incidents which compose it. Moreover, they can follow the run of events in the story without the handicaps which, in reading, submerge them in the maze of words on the printed page. Again, story-telling has great value as a means of varying the reading lesson. Finally, it offers an

effective method for giving pupils the thread of a selection before they begin to study it in detail.

Dramatized Selections

Stories arranged in dramatic form appeal strongly to children. Selections treated in this way give a reality and a vividness not to be secured by any other means. They are particularly helpful in impressing upon pupils the successive steps in the plot-development.

In this Reader, three stories are presented in dramatized form,—*The Simpleton, The First Easter Eggs,* and *Brother Fox's Tar Baby.* All of these are well adapted to responsive reading and the first two also provide effective plays for purposes of entertainment. While they may be rendered to good advantage in the classroom without the aid of stage or costume, they also lend themselves equally well to a more elaborate presentation.

There are many other selections in the Reader that are suited to dramatic treatment; these should be arranged for this purpose by the teacher, or by the pupils under her guidance. Such exercises should be made as simple as possible with the material at hand,—chairs, the teacher's desk, and the usual schoolroom furnishings. After a story has been dramatized, the teacher should have it read again to observe the gains in vividness of thought and quickened feeling. For an example of this plan see page 70.

Memorizing

Children should memorize and recite many of the shorter poems, particularly those having beauty of rhythm, of thought, or of imagery. The requirements of seasonal and festival occasions, and of variety and humor, furnish motives for learning poems of nature, of fancy, of patriotism, and of fun. Through memorizing and reciting, pupils grow in power both to appreciate and to express. Not only should the poems chosen be worthy as poetry, but they should be within the comprehension of the children. The primary grades are the golden age for memorizing. But this faculty should be focused upon thoughts rather than upon words. This means that the mental pictures must be vivid; indeed the first step in memorizing is to get the meaning; the rest is then an easy problem. For children

should be guided by the thought-structure and not by the mere arbitrary memory of words. Since the child's natural way of learning is by ear, the teacher may well read aloud lines or stanzas to be memorized and have the pupils repeat them after her. Occasionally a good reader in the class may be chosen for this purpose instead of the teacher.

Summarizing Literary Possessions

From time to time, pupils should be asked to make from memory lists of stories and poems they have read in school. Later they should verify and correct these lists by comparing with the Reader, classifying the selections according to any criteria that appeals to them—as prose and poetry; stories and poems of patriotism, of courage, of Nature, of kindness, of perseverance, etc.; those by authors they particularly like; their favorite poems; their favorite stories, etc. Such a plan serves to organize their reading and to keep alive in their memories selections which they would otherwise lose sight of. Moreover, the habit of making a summary stimulates pupils' pride in, and appreciation of, their rich and growing store of literary possessions.

Reading Favorite Selections

An occasional lesson should be given, in which children call for their favorite selection to be read in class, or in which each pupil reads his favorite piece to the class. Thoughtful teachers occasionally ask the question, "What shall we read next, children?" Such an exercise furnishes children an opportunity to express their preferences and to show their standards of taste. In this way, too, they come to make familiar friends of some genuinely worthy pieces of literature. Such pieces do not suffer by being read again and again. The classroom should help pupils to establish a discriminating taste, for outside the school this fixes their standard of selection. The beauty they find in the literature read in school will have much to do in determining this standard.

The Personal Touch

In teaching literature, particularly poetry, it is desirable to establish a vital connection between the pupils and the selection. It is the personal touch of interest that

counts. Knowing this, the wise teacher seeks to establish this personal relation by recounting experiences of her own which are similar to those described in the poem. She has seen what the character in the poem saw, or something quite like it; so she tells about it. Better still, she calls out the experiences of the children, in which they have seen the objects described. These personal touches add greatly to the pupils' interest, and serve to give a sense of reality to the incidents treated in the selection. Children, by having their own experiences revived, are enabled to realize in imagination the events read about. In such descriptive poems as *The Scarecrow,* and *Birds in Spring,* the need for establishing this vital connection is apparent.

Children's Limited Experience

Literature which deals with experiences wholly foreign to the children must be made meaningful to them by other methods. In such cases the teacher must provide experience. She must directly by means of objects, or indirectly by means of pictures, supply the necessary concrete experience, at the time the children are asked to interpret the word-symbols for such concepts. Without clear mental images corresponding to the word-symbols, reading degenerates into mere word-calling. It is a common mistake to assume that children know certain objects and that the printed names of these objects call up their appropriate mental pictures, when in fact the words suggest no mental images whatever. A safe maxim for the teacher, here, is "Be sure that the pupils have mental images corresponding to the words they read." City children are particularly limited in their sense training of objects in Nature, and the teacher is in danger of taking for granted experience on their part which they have never had. Reading is picturing,—that is, forming mental images.

Home Reading Club

The school should utilize the home as an aid in teaching children to read. This can be done by fostering "Home Reading Clubs," in which the pupil reads aloud each evening the fascinating tales in the school Reader to mother, father, sister, brother, who form an interested audience.

All the conditions requisite to good oral reading are then present. What child would not be glad to reproduce in the home the most pleasure-giving lesson of the day in school? What home would not find pleasure and profit in such an exercise in reading aloud, especially when it realizes that reading by the child under these conditions for ten minutes yields more practice than he gets at school in a whole week? The teacher can aid by urging the plan upon mothers and by keeping a weekly record of the selections read by each child in the "Home Reading Club." As home study the plan is excellent. The school should use the home in teaching the child to read and in fostering the habit of reading aloud.

School Reading Club

The teacher should utilize in school the reading which children do outside of class. Encourage pupils to bring to the recitation selections they have read outside which bear upon the theme of the reading lesson. Set apart one period every two weeks for the reading of the fine pieces which children have found and like, the teacher naming in advance certain children for the bi-weekly exercise. In the meantime, the pupils assigned prepare to read well their chosen pieces. To have a pupil equip himself to read before his classmates an entire story or poem, bringing a pleasing message to them, is to set the conditions for calling forth his best effort. One such exercise counts for more in his development as a reader than would result from many lessons of the usual type. The teacher is censor and chooses carefully among the pieces offered. The plan can be varied by having pupils report on selections, giving in their own words a description of the piece. This may be called the "School Reading Club."

Assigning the Lesson

The importance of the lesson-assignment, a fundamental factor in successful teaching, is frequently underestimated. The wise teacher comes to class ready to make assignment for the next day's lesson. She takes adequate time to go into details with pupils in regard to the things they are to prepare upon. No better use of her time can be made. Mistakes in assignment are usually due to haste and unpre-

paredness on the teacher's part. Too often the assigning of the lesson is set aside with the words, "Take the next two pages," etc. However, if the lesson is to be effective, the text-assignment should represent a thought-unit,—a natural division of the selection. Moreover, in her directions to pupils, the teacher should distinguish between the things which they can do by their individual efforts, and the things for which they need classroom guidance. "Take the next two pages" does not mean much to pupils.

In this Reader, explanatory and suggestive questions are found under the heading, HELPS TO STUDY. These should be made a definite part of the assignment. It will be noticed that many of these questions are re-stated in Part III of the Manual. This is done with the distinct purpose of ensuring that all phases of the assigned lesson will be discussed in the recitation. In addition to the points brought out in HELPS TO STUDY, the Manual contains, in Part Three, many other questions and suggestions to stimulate observation and inquiry. These may well be written upon the blackboard for the pupils, as a further part of the assignment.

What Preparation Can Pupils Make?

First, pupils can read carefully the text of the thought-unit assigned. They can list words, the pronunciation or meaning of which they are doubtful about; also sentences, the meaning of which they do not understand.

Second, they can learn the correct pronunciation and spelling of words which the teacher, recognizing as difficult in spelling, pronunciation, or meaning, has assigned them.

Third, they can write the definition of certain words and phrases, giving the meaning they think apt from the use in the context. Then, in a parallel column they can verify this list, correcting by reference to the WORD LIST.

Fourth, they can, in like manner, write their own interpretation of certain allusions and comparisons assigned by the teacher, using the explanatory notes found in HELPS TO STUDY for verifying and correcting. They can also prepare questions on the lesson designed to bring out the chief points of interest and value. They can prepare answers to questions assigned by the teacher, giving their opinions or preferences relative to word-pictures or passages which express beauty of melody or of fancy.

PART THREE

LESSON PLANS

The five steps given below are intended as a convenient plan for developing the various phases of the recitation, including the lesson-assignment and class treatment of the selections in the Reader.

First Step—*(Previous day)*—ASSIGNMENT OF NEXT DAY'S LESSON:

The teacher awakens interest in the selection by relating some of the incidents and by asking a few questions. She assigns part (a thought-unit) or all of the piece to be read carefully and studied, asking pupils to prepare upon points definitely assigned. See "Assigning the Lesson," p. 20, and "What Preparation Can Pupils Make?", p. 21. Under each selection in this Manual, words are listed for drill in spelling, pronunciation, and meaning. In order to develop ability to sense word-meanings, pupils first give their own definition, determined by a study of the context; then they verify and correct this definition by reference to the Word List. For example, the word *chorus* on p. 23:

(a)	(b)
From Context	*From Word List*
at the same time	all together

Second Step—*(Intervening time)*—PUPIL'S PREPARATION:

Pupils read carefully the text-assignment. They find answers to the assigned questions and learn the pronunciation, spelling, and meaning of words, using the Word List to aid them. They prepare themselves upon such allusions, comparisons, and questions relating to the interpretation of the text, as are pointed out by the teacher in her assignment. (The Word List and Helps to Study furnish data which will enable pupils to make the preparation of the reading lesson effective.)

Third Step—*(Recitation hour)*—GETTING THE CENTRAL THOUGHT OF THE SELECTION:

The teacher tells the story briefly; or she reads it aloud, merely for the story. For the sake of variation, one or more pupils may be asked to tell or read the story.

Fourth Step—STUDYING THE LESSON IN CLASS:

The teacher finds out what pupils know, and extends and deepens this knowledge. As each passage is studied, it is read to bring out the correct expression.

Fifth Step—READING THE LESSON ALOUD IN THE LIGHT OF THE ABOVE STUDY.

The entire selection is read for the pleasure of the story, to give unity to it, and to gain practice in oral reading.

FAREWELL TO THE FARM

Do you live in a town or a city?
If so, have you ever spent your summer vacation in the country?
Why do you think these children are leaving the farm?
Why does the poet say "at last" in the first line?
Why do you think the children are mounting the coach "fast"?
What does "mounting" make you see?
Why do you think the poet calls them "eager" children?
What does he mean by saying they sing "in chorus"?
The first stanza is pictured in the book.
Do the words of the second stanza give you a mental picture?
Tell what you see in your picture.
Can you see your picture more clearly by closing your eyes?
Which of the objects mentioned in the second stanza have you seen?
Did you ever swing on a farm gate? Where?
Did you ever play in the hayloft? Were there cobwebs in it?
Have you ever seen cobwebs? Where?
Why do you think the poet mentions the hayloft?
Do the words of the third stanza give you a picture?
What do the words of the last stanza make you see?
What does "woody turn" make you see?
Write this line as you would say it, using the same words the poet has used; "Last, round the woody turn we swing."
A poet sometimes writes his words in a different way from what we would say them. Can you think of a reason why the poet wrote this sentence in this way?
Find the lines that rhyme in the first stanza. In the second. In the third. In the fourth.
Write the first and second stanzas to show the rhythm, as follows:

And fare / you well / for ev / er more
O lad / der at / the hay / loft door

Read each stanza as you study it to bring out the pictures and the beauty of the rhythm, and at the close read the whole poem to enjoy it. Learn the name of the poet. Memorize and recite the poem.

*Vocabulary: *eager.*

Spell and Pronounce

whip	field	cobwebs	evermore
pump	woody	hayloft	everything

Tell the Meaning: (a) from Context, (b) from Word List

chorus mounting

THE BROWNIE OF BLEDNOCK

The teacher will tell the story briefly, omitting details, or she will read it to the class. This will put the children in possession of the story as a whole before they begin to study any part of it in detail. An equally good plan is to ask the children to read the entire story rapidly before coming to class, just for the story. In all selections, place the thread of the story before the children by some such plan.

*See page 14.

The Wee Man Comes to Town

At what time of day did the brownie come to the village?
What season was it?
Read lines that tell how the brownie looked.
Can you repeat the song that he sang as he went up the street?
Why were the people frightened at the wee man?
In what way were the boys rude to him?
Read to make clear how the brownie looked and how the villagers felt.

Spell and Pronounce

hooted	creature	screamed	pails
laughing	stopped	frightened	strangest

Tell the Meaning: (a) from Context, (b) from Word List

queer humming neighbor

Granny Duncan's Advice

Tell who Granny Duncan was.
Have you a mental picture of her?
Whom do you know that looks like your picture of her?
Tell how she looks in your picture.
What did she think the wee man was?
How did she prove that he was a brownie?
Where had she learned about brownies?
What picture do these words make you see: "Then everybody grew very brave and crowded around him"?
Whom do you see in your picture? (Granny Duncan, the miller, other men, an old man, Tom.)
In what way did the brownie say his country differed from that of the village people?
What was Tom's question?
What was Granny Duncan's advice?
Tell what you think Granny Duncan meant by saying, "Handsome is as handsome does".
Why do you think the miller offered him a place to sleep?
What did Granny Duncan say that seemed to help the miller to make this offer?
What picture does the last paragraph on page 13 give you?
Read to make others see this picture distinctly.
Vocabulary: *tiny; bowl.*

Spell and Pronounce

acre	twinkle	shoulders	troubles
crowed	crowded	promised	whisper

Tell the Meaning: (a) from Context, (b) from Word List

complained handsome troubled lingered

The Brownie's Good Deeds

Have you a picture of the barn where the brownie slept?
What do you see in your picture?
Tell all the different kinds of work that Aiken-Drum did.
Why did it seem as if everybody had wishing-caps? What are "wishing-caps"?
Why did the grown people never see Aiken-Drum?
When did the children see him?
What songs did he sing to them?
What do the last two paragraphs on p. 15 make you see?
Read to make others feel the value of the brownie's good deeds.
Vocabulary: *glimpse.*

Spell and Pronounce

tired	slipped	heap	supping
wonderful	churnful	empty	villagers

Tell the Meaning: (a) from Context, (b) from Word List

churn bundle scrubbed

Why Aiken-Drum Left Blednock

Why could not Aiken-Drum stay in the village?
Why did the poor woman make him a coat?
What did she forget that the brownie had often said?
What strange saying of his do the people of the village remember?
Do you think it is a true saying?
Can you use another word for "serves" in the last line? (helps)
Tell in your own words the first lesson-unit. The second. The third. The fourth.
Tell the whole story in your own words.
Each child will read the lesson-unit that he likes best.
Each child will point out the picture that he sees most clearly.
Each child will make a list of the things he has learned from the study of this story.
Dramatize the story. See page 70.
How will this story help you?
Vocabulary: *serve.*

Spell and Pronounce

what	stitch	whom	pressed
sewed	deeds	softly	sometimes

Tell the Meaning: (a) from Context, (b) from Word List

harvest reward obliged

THE FAIRIES

Where does the first stanza tell you the fairies may be found?
What picture do the last four lines of the first stanza give you?
Do you see this picture,—"up the airy mountain"?
Do you see it—"down the rushy glen"?

Have you ever seen "rushes"? Where do they grow?
Can you tell why the mountain is called "airy"?
What does "trooping" make you see?
Find all the different names the fairies are called in the first stanza.
Read this stanza to bring out the pictures clearly.
Where does the second stanza tell you the fairies live?
Do you see the picture of them "along the rocky shore"? In the "reeds of the black mountain lake"?
Who is it that is "all night awake"?
Write the words "all night awake" as you would express this thought.
Can you tell why the poet used them in this order?
Have you ever seen frogs?
Have you ever seen "yellow sea-foam"?
Does it look like "pancakes"?
What does "crispy" mean?
Read this stanza to make clear these pictures.
What do the first four lines of the third stanza make you see?
How does your picture of the king of the fairies differ from your picture of the fairies given you by the first stanza?
Use another word instead of "nigh." (almost; nearly)
Use the complete form for "he's." (he has)
What do the last four lines of the third stanza make you see?
Have you ever seen a thorn tree?
Do you think of thorn trees as giving pleasure?
Write the last four lines of the third stanza as you would say them to tell this thought.
Can you think of a reason why the poet used them in this order?
What lines rhyme in the first stanza? In the second? In the third?
Read the poem to enjoy the rhythm and the pictures.
Memorize and recite the poem.
Vocabulary: *airy; trooping.*

Spell and Pronounce

mountain	feather	sea-foam	mosses
together	yellow	watchdogs	pleasure

Tell the Meaning: (a) from Context, (b) from Word List

rushy	crispy	wits	craggy

HOW DOUGHNUTS CAME TO BE MADE

What picture does the first paragraph give you?
What does the second paragraph add to your picture?
What does the author compare to pastry flour?
In the second paragraph, "snowy" is an apt word. Use "white" instead, and you will see how much better "snowy" is.
Read these two paragraphs to make others see this picture as clearly as you see it.
Why was he "the best Cook that ever lived"?
What picture does the third paragraph give you?

Which of the dainties you see in your picture do you like best?
To what does the author compare the Fairy?
Why do you think he likens her to a "rose"?
What does the paragraph beginning "The little Cook had dinner all ready" make you see?
Read this paragraph to bring out your picture clearly.
Which of the dainties served the Fairy do you like best?
What does the last paragraph on p. 21 make you see?
Read this paragraph to bring out your picture.
Read the paragraph which tells you how the little Cook got a wedding ring.
Write a list of the dainties they gave to the village preacher.
Why did they often make doughnuts, after this?
Read the lines which give you the picture you see most clearly.
Read the entire story to make others see and enjoy the pictures.
Vocabulary: *happen.*

Spell and Pronounce

china	soup	dropped	marry
dough	plum	wedding	patties
village	lemon	stirring	raspberry
whipped	patted	currants	strawberry

Tell the Meaning: (a) from Context, (b) from Word List

pastry	delicious	dainties	doughnut

THE FAIRY SHOES

The Fairy's Gift

What did the fairy godmother bring to the christening feast?
What is a "christening feast"?
Why were the fairy shoes wonderful?
Read the lines that tell you this. (p. 24)
Why did Tim's mother have him wear the fairy shoes?
Read the paragraph that tells you this.
Read the lines which the picture on p. 25 illustrates.
What does the author mean by saying, "He went off like an arrow from a bow"?
Read the entire division to make others understand it clearly.
Vocabulary: *prompt; loiter.* Use these words in sentences.

Spell and Pronounce

untied	sure	spoiled	already
copper	wear	settled	obedient
enough	pinch	stretch	blackened
leather	hurry	straight	uncomfortable

Tell the Meaning: (a) from Context, (b) from Word List

parcel	errand	arrow	willful

Tim Learns a Lesson

What season was it when Tim put on the fairy shoes?
What bird is mentioned? What flowers?
What picture do the first two paragraphs make you see?
To what are the daisies compared?
Do you think it a good comparison?
Have you ever seen marigolds?
Where do "marsh-marigolds" grow?
By what name did Tim call them? (beauties)
To what did Tim compare them?
What "good plan" did Tim discover that his brothers had not thought of?
Do you think Tim loved flowers?
What did he find when he reached school?
Why do you think the children laughed when he entered the room?
Read the lines which the picture on p. 28 illustrates.
What lesson did Tim learn?
Read the entire division to bring out the thought.
Tell the whole story in your own words.
Read the entire story to make others enjoy Tim's experiences with the fairy shoes and the lesson they taught him.
Vocabulary: *heed.*

Spell and Pronounce

shone	dragged	beginning	waded
daisies	shining	scrambled	twisted

Tell the Meaning: (a) from Context, (b) from Word List

nook	cluster	beauties	stubborn

THE BROWNIES

Tommy's Dream

What kind of stories did grandmother tell Johnnie and Tommy?
Why do you think grandmother's story led the two boys to wish a brownie would come to live in their house?
Read the lines that tell you what the boys thought a brownie could do in their house.
What three words tell what kind of boys Johnnie and Tommy were? (Idle, lazy, thoughtless.)
Read lines that tell of Tommy's wonderful dream.
How did Tommy come to know what the owl meant? Read lines that tell.
What did the boys decide to do after Tommy had told his dream to Johnnie? Read lines that tell.
Read this entire division of the story.
Vocabulary: *tidy; faint.* Use these words in sentences.

Spell and Pronounce

scrub	sitting	kitchen	afterwards
rolled	suppose	rubbing	grandmother

Tell the Meaning: (a) from Context, (b) from Word List

hobgoblins	dwarfs	mind	shy

THE REAL BROWNIES AT WORK

Read lines that the picture on p. 33 illustrates.
Tell the story of a brownie.
Do you think the boys really helped their father by their work?
Read the lines that tell.
Why did the tailor make a coat for the brownie?
How did he find out who the real brownies were?
What promise did Johnnie and Tommy make their father?
Did they keep their promise?
Who became the best brownie of all?
Vocabulary: *promise; daybreak.* Use these words in sentences.

Spell and Pronounce

ready	bowlful	fitted	sorry
blazing	surprised	ragged	thread
boiling	breakfast	setting	scolded
spread	whispered	making	skipping

Tell the Meaning: (a) from Context, (b) from Word List

scampered	pretended	scuffling	fretful

FAIRY-FOLK

Which lines in the first stanza rhyme?
What do the third and fourth lines of the second stanza make you see? The fifth and sixth? The seventh and eighth? The ninth and tenth?
Read the lines to bring out these pictures.
What do the last two lines of this stanza tell you?
Tell the thought of the seventh and eighth lines.
Can you tell why the poet used the words in this order?
Find the lines in this stanza that rhyme.
Read the last stanza.
The fifth and sixth lines give you the "Golden rule". Can you repeat it?
Which lines in this stanza rhyme?
What does "you'd" stand for? "You'll?"
Read the entire poem to bring out its beauty.
Learn the name of this poet.
Memorize the poem.
Vocabulary: *idle.*

Spell and Pronounce

roses	butterflies	coaches	drawn
aprons	feather-beds	pillows	pearls

Tell the Meaning: (a) from Context, (b) from Word List

chambers thistle-down counterpanes

THE SKYLARK'S SPURS

The Unkind Fairy

Read lines which show that the fairy was unkind.
What reason did the skylark give for not seeking a mate by flying up and singing a song?
What use did the fairy say that the skylark made of his spurs?
What did the skylark ask the fairy to do for him?
Did the fairy grant his request?
Do you think the fairy was unkind?
Read the entire divison to show the fairy's unkindness.

Spell and Pronounce

expect	fault	claws	meadow
perhaps	cruel	hidden	quarrelsome

Tell the Meaning: (a) from Context, (b) from Word List

spurs quarrelsome

The Skylark Wins a Mate

What kind words did the grasshopper give the skylark?
Read the words which the picture on page 40 illustrates.
Who listened to the skylark's wonderful song?
How did the skylark win a mate?
Do you think the grasshopper was kind to the skylark?
Read the entire division to show how the grasshopper and the fairy differed in their treatment of the skylark.

Spell and Pronounce

chirping	comfort	listen	carefully

What the Skylark's Spurs Were For

Where did the skylark and his mate build their nest?
Do skylarks always build their nests on the ground?
Read lines that show the fairy was still unkind.
Why did the grasshopper take the fairy to see the brown lark?
What troubled the brown lark?
What did the skylark find his spurs were for?
How did the fairy feel then?

What do you know about the skylark's song?
Read the words which the picture on p. 44 illustrates.
Read the entire division to show the happy outcome of the story.
Read the whole story for the pleasure of it.

Spell and Pronounce

happened	nothing	weeping	hopped
grasshopper	spotted	trembling	prettiest

Tell the Meaning: (a) from Context, (b) from Word List

hedge ashamed

THE JUMBLIES

This poem, from the *Book of Nonsense* by Edward Lear, should be read for amusement and enjoyment only. It affords an interesting change from the more thoughtful selections in the book. The poet coins his own words when necessary to his purpose, yet the nonsense is of so masterful a kind that John Ruskin wrote:

"Surely the most beneficent and innocent of all books yet produced is the *Book of Nonsense,* with its corollary carols, inimitable and refreshing, and perfect in rhythm. I really don't know any author to whom I am half so grateful for my idle self as Edward Lear. I shall put him first of my hundred authors."

Vocabulary: *voyage.*

Spell and Pronounce

sieve	mast	ribbon	cranberry
spite	health	pea-green	tobacco-pipe

Tell the Meaning: (a) from Context, (b) from Word List

extremely yeast dumpling

OLD HORSES KNOW BEST

Read lines that tell of the young horse's boast.
What happened to him?
One of Solomon's Proverbs is, "Pride goeth before destruction and a haughty spirit before a fall". Do you think it fits this case?
Read lines which the picture on p. 48 illustrates.
What does "headlong" make you see?
Does it add something to the sentence in which it is used?
Read the entire story to bring out the results of boasting.
Vocabulary: *rut.*

Spell and Pronounce

jars	dishes	quickly	broken
piled	bowls	pushed	against

THE MISER

Why do you think the miser dug up his gold every week?
Read the lines that tell you.
What question was asked him?
What advice was given him? Was it good advice?
Read the entire story to bring out the meaning clearly.
Vocabulary: *miser.*

Spell and Pronounce

robber	sorrow	neighbor	answered

Tell the Meaning: (a) from Context, (b) from Word List

grief	treasure

THE DOG AND THE HORSE

What picture does the first paragraph give you?
What did Stefan's neighbors think of his farm?
How did the dog account for Stefan's fine farm?
Read the paragraph that tells you this.
What did the dog think of the horse's work on the farm?
Read what the horse said in reply.
Read the whole story to bring out how the horse and the dog differed in their opinion of each other's worth to the farm.

Spell and Pronounce

harvest	oats	barley	lucky
ripening	wheat	thieves	autumn

Tell the Meaning: (a) from Context, (b) from Word List

guard	plough

THE FOX AND THE CROW

Where did the fox see the crow?
Have you ever seen a crow?
What did the fox think about the crow's piece of cheese?
How did he try to get the cheese away from the crow?
Do you think it was a clever plan?
Did it get him the cheese?
Have you ever seen a fox or a picture of one?
What did the crow think of herself afterward?
Read the entire story to bring out the thought.

Spell and Pronounce

beak	crow	voice	praise
cheese	walked	opened	snapping

THE CLOWN AND THE COUNTRYMAN

Where did the incident related in this story happen?
How did the clown fool the people?
Have you ever seen a clown? Where?
What promise did the countryman make?
How did he fool the people the next day?
Have you ever heard a pig's squeal?
Read the entire story for the fun in it.

Spell and Pronounce

fair	squeal	holding	tomorrow
clown	behind	laughed	countryman

WHY THE RABBIT'S TAIL IS SHORT

Have you ever seen a rabbit? What color was it?
Find the lines which the picture on p. 53 illustrates.
Why did the rabbit wish to cross the swamp?
Why did not the rabbit ask the alligator to carry him across?
What reason did the rabbit give for thinking the alligator was too proud to carry him across?
Read the alligator's words of greeting to the rabbit.
Read the rabbit's reply. What boast did it contain?
What "trick" did the rabbit think he would play on the alligator?
What was the object of the trick?
Read the lines which the picture on p. 55 illustrates.
Have you ever seen an alligator?
Read lines that show why the rabbit is called "sly."
Read the rabbit's boastful words after he got across the swamp.
Tell in your own words how the rabbit came to have a short tail.
Read humorous lines.
Read lines that you like best.
Read the whole story to make the conversation real.
Vocabulary: *swamp*. Use in sentences.

Spell and Pronounce

tail	swim	hundreds	jaws
edge	hungry	thousands	rabbit

Tell the Meaning: (a) from Context, (b) from Word List

alligator juicy

THE SIMPLETON

How did Simpleton get his money?
What did he buy with it?
What does the picture on p. 56 illustrate?
Read the lines that the picture illustrates.
What did Simpleton do with the goose?

What does Act II tell you?
What promise did Simpleton make the courtiers?
Do you think Simpleton chose wisely what the king should give him?
Do you think the dishonest courtiers were rightly served?
What does the picture on p. 62 illustrate?
Why did the king have Simpleton stay at his palace?
To what use do you think he could put him?
Read humorous lines.
Read parts that you like best.
Read the whole story to bring out the humor of it.
Vocabulary: *palace; reward.*

Spell and Pronounce

yonder	stairs	honest	buys
clinking	beating	claimed	service

Tell the Meaning: (a) from Context, (b) from Word List

fortune	splendid	jewels	courtier

THE STONE-CUTTER

What was the name of the stone-cutter?
What was his work every day?
Why did he become discontented?
Name some objects that we call house "furnishings."
What wish did the stone-cutter make?
Who heard the wish and granted it?
With what is the bed in the stone-cutter's new home compared?
Tawara decided to quit work and live in comfort. Was he happy?
What wish did he next make?
Was the stone-cutter happy as a prince?
Tell of other wishes the stone-cutter made.
Why was he discontented each time?
Why was he happiest when a stone-cutter?
Read his words in the last paragraph. Does he name the things necessary to happiness?
Read the whole story showing Tawara's discontent.
Vocabulary: *chisel; fierce.*

Spell and Pronounce

servant	stared	umbrella	watered
builder	carriage	polished	mightier

Tell the Meaning: (a) from Context, (b) from Word List

mallet	down	withered	shivered

THE PIGTAIL'S PLACE

What does the first stanza tell you?
Read the stanza which the picture on p. 66 illustrates.
Find the lines in this stanza that rhyme.

What does the second stanza tell you?
Read it to make clear what the sage decided to do.
Which lines in this stanza rhyme?
What discovery does the third stanza tell you about?
Read it to make this clear.
What does the fourth stanza tell you?
What does "In vain" tell you?
What is meant by, "It matters not a pin"?
Read the fourth and fifth stanzas to show what the sage did to change the pigtail's place.
What does the last stanza tell you was the outcome of all his efforts?
Why does the poet say the pigtail was "still faithful to his back"?
Read the poem to enjoy the humor of it.
Vocabulary: *puzzle; stout.*

Spell and Pronounce

spin	hanging	handsome	sorrowed
vain	pigtail	wondered	steadily

Tell the Meaning: (a) from Context, (b) from Word List

swore	mystery	slack	tack
curious	dangling	efforts	twirl

THE GOLDEN FISH

The Kind-Hearted Fisherman

Find lines that show the fisherman was kind-hearted.
Read the fish's plea to be put back into the water.
Why did the fisherman throw the fish back into the water?
What promise did the fish make?
Why did the fisherman laugh at this promise?
Why did his wife scold him when he got home from fishing?
Why did the fisherman call the fish?
In what way did the fish keep his promise?
Read the lines that the picture on p. 68 illustratcs.
Read the entire division.
Vocabulary: *island.*

Spell and Pronounce

swam	caught	really	popped
hook	merrily	harm	putting

Tell the Meaning: (a) from Context, (b) from Word List

success	diamonds	suppose

The Fisherman's Wife Learns a Lesson

Why was not the fisherman's wife satisfied now?
What did she next ask for?
What had the fisherman's wife done which made the fish think she was not fit to rule others?

Read the lines which tell of these things which she had done.
Did you ever see any one who, like the fisherman's wife, was hard to satisfy?
What lesson did the fisherman's wife learn?
What does the picture on p. 72 show you?
Why was not the fisherman sorry that the palace became a hut again?
Read the lines that tell you.
Read the whole story to bring out the discontent of the fisherman's wife.
Vocabulary: *disobey.*

Spell and Pronounce

loaves	oven	which	instead
hurried	bread	again	grumble

Tell the Meaning: (a) from Context, (b) from Word List

angrily satisfied commanded

BROTHER FOX'S TAR BABY

Why do you think Brother Rabbit would not help Brother Fox to build a house?
What reason did he give for not doing so?
Why do you think Brother Fox would not allow Brother Rabbit to share with him in using the house?
Read the words that make you think so.
What does Act II make you see?
Read it to bring out this picture.
Read the lines which the picture on p. 76 illustrates.
What picture do pp. 77 and 78 give you?
Read these pages to bring out the picture clearly.
Two pupils will read Act I.
Two others will read Act. II.
Still another two will read Act III.
Dramatize it, allowing pupils to read the parts.
Vocabulary: *woolly.*

Spell and Pronounce

boughs	sticky	hello	knocking
bushes	tongue	loose	scorching

Tell the Meaning: (a) from Context, (b) from Word List

scare whining

THE GOLDEN GOOSE

The Little Old Man

Why did not the eldest son share his lunch with the hungry man?
What reason did the second son give for not helping the old man?
Do you think these reasons were good ones?
Why did not the father think of sending the youngest son to chop wood?

Why did he at last allow him to go?
How did his lunch differ from that of his older brothers?
How did the youngest son treat the hungry man?
What reason did the old man give for rewarding the youngest boy?
What was the reward that he found?
Read the entire lesson-unit.
Vocabulary: *welcome.*

Spell and Pronounce

forest	hungry	inn	friend
plenty	roadside	bottle	suddenly

Tell the Meaning: (a) from Context, (b) from Word List

reward	simpleton

Why the Princess Laughed

What happened to the inn-keeper's daughters?
Why did they want the feathers?
The second daughter called the oldest one "greedy." Do you think she was right?
Read lines which the picture on p. 82 illustrates.
Why did the princess laugh?
Do you think you would laugh at such a sight?
How did the wood-cutter's youngest son become a prince?
Read this division of the story to make others see the picture and its humor.
Vocabulary: *greedy; peasant.*

Spell and Pronounce

prisoner	mournfully	maid	peasant

Tell the Meaning: (a) from Context, (b) from Word List

glued	precious

THE GOLDEN PEARS

The First Basket

Read the lines which the picture on p. 84 illustrates.
Why did the peasant send the pears to the king?
What caution did the peasant give his eldest son?
Do you think this had anything to do with the boy's answer to the witch's question?
Read lines that tell you this boy meant to deceive anyone who questioned him.
What did the boy mean by saying, "by hook or by crook"?
What do you think he meant by "turn a penny"?
Why was the king angry when he opened the basket?
Why did the eldest boy at once blame the witch for his trouble?
Read this entire section of the story.
Vocabulary: *mischief.*

Spell and Pronounce

errand	smiling	front	woman
leaves	admitted	witch	sweepings

Tell the Meaning: (a) from Context, (b) from Word List

ditty	burden

The Second Basket

Why did the second boy wish to carry a basket of pears to the king?
What promise did he make?
What did the second son tell the witch his basket contained?
Why do you think he did not tell her the truth?
Read lines which tell what happened when the king opened his basket.
Read the entire division of the story.
Vocabulary: *fountain.*

Spell and Pronounce

fruit	brother	heavy	singing
pears	washing	carry	whether

Tell the Meaning: (a) from Context, (b) from Word List

fared	ruddy

The Third Basket

Why did the youngest son ask to go in search of his brothers?
Why did the witch think him better behaved than his brothers?
What did he tell the witch his basket contained?
Read lines which show that the witch knew what the boys had in their baskets.
Read lines which show that the father had tried to teach his sons to tell the truth.
How did the king reward the peasant?
Read lines which the picture on p. 91 illustrates.
Read the entire division of the story.
Read the whole story by way of review.
Vocabulary: *treasure; precious.*

Spell and Pronounce

ordered	whatever	journey	finest
sobbed	commanded	behaved	thrown

Tell the Meaning: (a) from Context, (b) from Word List

insult	decided	embraced	kingdom
pleaded	farewell	politeness	fortune

ONLY ONE MOTHER

What does the first line make you see? The second? The third? The fourth?
Read each line to make the picture clear, pupils reading one line each.
Then have pupils read the whole stanza.
Find the lines that rhyme.
This is an example of the importance of vowel sounds. Note that the voice holds in the first line, on "hundreds," on "stars," and on "sky," making three groups of the words, as follows:

Hundreds / of stars / in the pretty sky.

In reading, blend these groups, but make the words distinct.
Find similar groups in other lines.
What picture does the first line of the second stanza give you? The second line? The third line? The fourth line?
Find the word-groups in each of these lines, as in the first stanza.
Read the last stanza to make these pictures stand out clearly.
Which lines rhyme?
Does this poem make your mother seem more precious?
Do you think the poet had this in mind?
Read the poem, pupils reading but one line each.
Then, read it, each pupil reading the entire poem.
Memorize and recite the poem.

Spell and Pronounce

bees	shore	clover	sunny
shells	lamb	dewdrops	pretty

Tell the Meaning: (a) from Context, (b) from Word List

purple lawn

WHICH LOVED BEST?

How did John show his love for his mother?
Do you think this a good way?
Tell what the first stanza makes you see.
Read the stanza to make others see your picture.
Find lines that rhyme.
How did little Nell show her love for her mother?
Read her words to her mother.
What picture of her do the last two lines give you?
Read these two lines to bring out your picture clearly.
Do you think her way better than John's?
Which lines rhyme in this stanza?
Read little Fan's words to her mother.
Read lines that tell how she helped her mother.
Read the third and fourth stanzas throughout.
Which lines rhyme in these stanzas?
Can you answer the question asked in the last two lines?

Does this poem make you think of some new way to be more helpful to your mother?
Which lines in the last stanza rhyme?
Read the last stanza.
Read the entire poem to make others see and enjoy the pictures, and the beauty of helpfulness.
Memorize and recite the poem.
Vocabulary: *pout.*

Spell and Pronounce

going	teased	busy	stepping
leaving	tongue	swept	forgetting

Tell the Meaning: (a) from Context, (b) from Word List

rejoiced guessed

THE CANDLES

Why was the wax candle proud?
Whom did the wax candle serve? The tallow candle?
Tell of the joy that each candle saw.
What was the occasion of happiness in each case?
Was one child happier than the other?
Do you think riches makes happiness?
Did the stars shine more brightly on the rich than on the poor?
Do you like this story? Why?
Read the entire story to bring out the joy of the two happy scenes, one no happier than the other.
Learn the name of the author of this fine story.
Have you read other stories by this author?
Look at the Table of Contents of your Reader to find another title by Hans Christian Andersen.
Vocabulary: *charming.*

Spell and Pronounce

heard	rich	sneezed	potatoes
daughter	secret	sputtered	twinkled

Tell the Meaning: (a) from Context, (b) from Word List

tallow blessed opposite

IRENE, THE IDLE

The Fairy House

Read the lines that the picture on p. 98 illustrates.
Tell what you can of the fairy house.
Read the words of advice the fairy gave Irene.
What did the fire, the wood-box, the floor, the cup, and the dishes ask?
Read the lines which tell what the clock said.
Read the entire lesson-unit.
Vocabulary: *dainty.*

Spell and Pronounce

porch	sure	swift	heard
brightly	cover	chairs	parlor

Tell the Meaning: (a) from Context, (b) from Word List

advice	speechless	slammed	delightful

The Fairy's Warning

Read lines which tell Irene's excuse to the fairy for the want of order in the house.
Read the fairy's reply.
Read lines that tell what "shouts arose on all sides."
Find lines which tell what Irene found that she must do.
Who were the strange little people that came out of the clock?
Read the song that they sang to Irene.
Do you know any person who does not know how to use the minutes of the day?
Read the entire lesson-unit, making clear what Irene had learned.
Vocabulary: *task; earnest.*

Spell and Pronounce

hearth	struggle	furniture	pattering
chairs	whenever	disappeared	companions

Tell the Meaning: (a) from Context, (b) from Word List

stammered	contented	completed	sighed

A Happy Birthday

How did Irene feel about getting up the next morning?
What song did the clock sing to her?
Why did she decide to get up at once?
How did the fairy godmother find the house upon her return?
What did Irene say was the secret of her success in keeping the house in order?
Tell about the fairy's magic ring.
Was it easy for Irene to overcome her idleness?
Why was her birthday such a happy one?
Read this entire lesson-unit.
Read the whole story to enjoy the pictures and the humor.

Spell and Pronounce

done	awoke	lazily	reason
sprang	idleness	birthday	surprising

Tell the Meaning: (a) from Context, (b) from Word List

streamed	conquer	tempted

SUPPOSE

Who is talking in this poem? To whom?
Read the first four lines to make this distinction clear.
Then read the next four lines in like manner.
Read the entire stanza as though you were talking.
Find lines that rhyme.
Notice that you must hold your voice on certain words in order to make the following word distinct. "Suppose" and "eyes" are such words. Find others.
What picture does the second stanza give you?
Tell all you see in your picture.
Which word in the seventh line of this stanza, and which word in the eighth line, are in contrast with each other?
Read these two lines to bring out this contrast.
Notice that you must hold your voice on "scold" and "wouldn't," in order to make the fourth and fifth lines expressive.
Read the entire stanza to bring out each word distinctly.
Tell in your own words the thought of the third stanza.
Notice that you must hold your voice on the word "sit."
Read the stanza to make the words distinct and the picture clear.
How would you answer the question asked in the fourth stanza?
Read this stanza.
Do you believe in doing cheerfully "the best you can"?
Read the last stanza to make others know that you believe in it.
Find the lines that rhyme in this stanza.
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *fret; dunce.*

Spell and Pronounce

break	pair	crying	easier
whole	dressed	walking	pouring

Tell the Meaning: (a) from Context, (b) from Word List

nobler	altered	creation	earnest

ULYSSES AND THE BAG OF WINDS

Where did Ulysses live?
How long were he and his men away from home fighting for their country?
How did the war end?
Why was Ulysses so anxious to return home?
On their way home, where did they stop to rest?
Who was Æolus? How did he help Ulysses?
Why did he not put the west wind in the bag?
Who watched the bag of winds on their journey homeward?
Who untied the bag? Why? What happened?
Read the lines that the picture on p. 113 illustrates.
Why would not Æolus again aid Ulysses and his men?
When did Ulysses and his men finally reach home?
Read the entire story.
Vocabulary: *capture.*

Spell and Pronounce

Greek	gently	Æolus	safely
smooth	Ulysses	stormy	roaring

Tell the Meaning: (a) from Context, (b) from Word List

bronze howling ox-hide

WHICH WIND IS BEST?

Which wind does the first stanza tell you is the best wind?
Why is the wind that blows, the best wind?
Tell in your own words what the first three lines of the second stanza tell you.
Can you use another word for "bark"? For "zone"?
What is meant by "favoring" breeze?
Find the lines that rhyme.
Write the fourth line of the second stanza as you would say these words to tell the thought.
Can you tell why the poet uses the words in this order?
Memorize and recite the poem.
Vocabulary: *favoring.*

Spell and Pronounce

dash	blow	breeze	what
heart	every	whichever	might

Tell the Meaning: (a) from Context, (b) from Word List

fleets zone shock doom

THE STAR AND THE LILY

What did the Indians, long ago, think the stars were?
What did the children think the star was that shone more brightly than the rest?
Read of the moving star that the wise old Indian told about.
What was the young warrior's dream?
Why did the star come to live upon the earth?
Why did it not like the mountain or the prairie for a home?
Why did it choose to live on the lake?
What name did the wise men give the star?
Read the lines which the picture on p. 118 illustrates.
Have you ever seen a water lily?
What color is it?
Read the entire story.
Vocabulary: *warrior.*

Spell and Pronounce

beasts	southern	lily	climbed
Indians	paddling	canoes	watched

Tell the Meaning: (a) from Context, (b) from Word List

peace firefly

LITTLE PAPOOSE

Who is talking in this poem? To whom?
We call this kind of poem a lullaby because it is sung to quiet or "lull" the baby to sleep.
Can you recite any other lullaby?
What tells you that it is an Indian lullaby?
Name all the signs of evening mentioned in the first stanza. In the second.
Find words that rhyme in each stanza.
Tell what you see in the picture on p. 119.
What is unusual about the baby's cradle?
Use another word for "papoose."
Have you ever seen a whip-poor-will? Can you tell how the whip-poor-will got its name?
Tell this thought in your own words: "the daylight is dying."
Use another word instead of "gleams."
Read the stanza that you like best.
Memorize and recite the lullaby.
Vocabulary: *gleam.*

Spell and Pronounce

rock-a-by	daylight	robins	breast
hush-a-by	murmuring	squirrels	dying

Tell the Meaning: (a) from Context, (b) from Word List

papoose whip-poor-will Manitou

PEBOAN AND SEEGWUN

Find the lines which the picture on p. 120 illustrates
Of what great deeds did Peboan tell? Seegwun?
Read the lines that tell you.
Have you seen the arbutus?
What color is it?
Why is it said to belong both to winter and to spring?
What bird is mentioned in the poem?
Can you tell why this bird is spoken of?
Why do you think the arbutus is such a favorite flower?
Would it be so prized if it bloomed in May?
Vocabulary: *crouch.*

Spell and Pronounce

brooks	burst	Peboan	welcome
listening	nowhere	Seegwun	covered

Tell the Meaning: (a) from Context, (b) from Word List

wigwam	embers	arbutus	petals

LITTLE PUMPKIN'S THANKSGIVING

Little Pumpkin's Wish

Which pumpkin called the roll on that frosty night just before Thanksgiving?
Read lines that tell where the pumpkins got their frosty coats.

What wish did the Little Wee Pumpkin make?
What warning did the Great Big Pumpkin give, as he said "Good-night, and pleasant dreams"?
Use another word for "snuggled."
Read the entire lesson-unit.
Vocabulary: *snuggle; chilly.*

Spell and Pronounce

pies	napping	buildings	pumpkin
chilly	beneath	Cinderella	Thanksgiving

THE WISH COMES TRUE

Tell how the Little Wee Pumpkin's wish came true.
Have you ever had a jack-o'-lantern?
Have you ever made someone happy at Thanksgiving time?
Read the lines which the picture on p. 127 illustrates.
Read the last paragraph.
Read the entire lesson-unit.
Read the whole story for the joy it contains.
Vocabulary: *whirl.*

Spell and Pronounce

vine	saucers	bunch	longing
patch	bowing	chosen	patting

Tell the Meaning: (a) from Context, (b) from Word List

hospital tripped jack-o'-lantern

A CHRISTMAS WISH

Who is talking in this poem?
What wish do the first two lines contain?
What do the next six lines tell you?
Which lines rhyme?
Read the stanza to bring out the pictures it gives you.
What four kinds of toys are mentioned in the second stanza?
Read the line, in each case, that describes the toy named in the line above, as: "sharp enough to cut."
Which of these toys would you choose?
Find lines that rhyme.
Read this stanza, each pupil reading two lines.
Then read it, each pupil reading the entire stanza.
What toys are named in the third stanza?
Which of these would you choose?
Which lines rhyme?
Use other words instead of "prefer."
Read the stanza, each pupil reading about one toy only.
Then read it, each pupil reading the entire stanza.
What kind of articles does the fourth stanza mention?
Name the different articles to wear mentioned in the stanza.
Use another word for "jolliest."
Find lines that rhyme.

Read this stanza just as you read the third stanza.
What kind of things does the last stanza tell about?
Which one of these do you like best?
What does the poet say he would "scatter right in the way" of the children? Why? Use another word for "right."
Do you know all the things named in this stanza?
Read the stanza, each pupil reading about one article only.
Then read it, each pupil reading the entire stanza.
Which stanza of the poem do you like best?
Read the entire poem for its beauty and the pleasure it gives.
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *prefer; jolliest.*

Spell and Pronounce

search	rub-a-dub	taffy	scatter
oranges	happiness	barrels	Christmas

Tell the Meaning: (a) from Context, (b) from Word List

pecan	almond	flannels
frocks	caramels	jack-knife

GRETCHEN'S CHRISTMAS

The Empty Shoes

Find lines which the picture on p. 130 illustrates.
From what country had Gretchen come to America?
In Germany a great deal is made of Christmas. What did Gretchen know about Christmas which showed this fact?
What made Gretchen's heart glad as Christmas came?
Why did she wish she were in Germany again?
Tell of the kind woman in the boarding-house.
Read the entire lesson-unit.
Vocabulary: *harbor.*

Spell and Pronounce

German	helper	wooden	empty
English	Rupert	presents	Gretchen

Tell the Meaning: (a) from Context, (b) from Word List

goodies	boarding-house	stumbles

The Wished-For Doll

What kinds of dolls did Gretchen see in the toy store window?
Which doll particularly pleased her?
What did Gretchen think Rupert would do, if he were there?
Read the entire lesson-unit.
Vocabulary: *jostle; throne.*

Spell and Pronounce

France	woolly	Japanese	satin
island	painted	slant-eyed	gallop

The Good Saint Nicholas

Read lines that tell where Gretchen placed her wooden shoes for Santa Claus to find.
What loving deeds did Margaret do on Christmas Eve?
Can you tell why Margaret understood, when she saw the little wooden shoes on the porch?
How do you think Margaret guessed so well what would please Gretchen most?
What Christmas gift did Gretchen find when she awoke?
Do you think it made a homesick child feel more at home in America?
Read lines that the picture on p. 136 illustrates.
Read the carol which Margaret and her father sang as they went on their way.
Read the entire lesson-unit to show the joy Gretchen felt at receiving her Christmas gift.
Read the whole story.
Vocabulary: *tenderly.*

Spell and Pronounce

although	taking	Margaret	everybody
wrapped	peeping	moonbeams	Saint Nicholas

Tell the Meaning: (a) from Context, (b) from Word List

carols tidings homesick

THE CHRISTMAS TREE

Who is talking in this poem? To whom?
What kind of tree do you have for a Christmas tree?
Where does this kind of tree grow?
Read lines that tell you.
Have you ever seen a pine cone?
Why do you think the skylark is mentioned?
The first stanza gives you many pictures. Which one do you see most clearly?
Have six pupils read the first stanza, each reading one line only, to bring out one picture.
Then have another pupil read the entire stanza.
Find lines that rhyme. Which rhyme perfectly? Which imperfectly?
Read the first two lines of the second stanza.
Read the lines which tell how the poet says we will dress the Christmas tree.
Is this the way you dress your Christmas tree?
Which lines rhyme?
Read the entire stanza.
What does the last stanza make you see?
What hope does the poet express to the Christmas tree?
What are "voices fair"?
Can you tell why "fair" is used instead of some other word?
Read the entire poem to enjoy the pictures and the rhyme.
Memorize and recite the poem.
Vocabulary: *glittering.*

Spell and Pronounce

evergreen	deer	branches	prettier

Tell the Meaning: (a) from Context, (b) from Word List

steep	robes	ne'er	tinkling

WHERE DO THE OLD YEARS GO?

Who is talking in this poem? To whom?
Do you like the poet's fancy of "tucking away to sleep" the old years, just as children are "tucked" in bed at night by their mothers?
Read the stanza to bring out this fancy.
Which lines rhyme?
Can you tell why "Year" begins with a capital letter in this poem?
Do you like the fancy in the second stanza?
Read the stanza to bring out the fancy.
What does the poet mean by "merry face"?
Read the third stanza.
What fancy do you see in the fourth stanza?
Which lines rhyme?
The poet thinks of "Year" as a person, hence becoming "tired" and saying "good-bye."
Is this an apt fancy in the last stanza?
Find the lines that rhyme.
Read the whole poem.
Memorize and recite it.
Vocabulary: *tuck; sigh.*

Spell and Pronounce

when	twelve	good-bye	faded
sight	struck	somebody	knocked

THE FIRST EASTER EGGS

Act I

What does Act I make you see?
In Germany, Easter is a very happy day for the children.
How is the day observed in our country?
Why were the mothers troubled?
To whom did they go for advice?
Was Frau Elsa able to think of a plan to help them out of their trouble?
Have the entire act read to bring out the picture of this visit, choosing four pupils for the different parts.
Vocabulary: *joyous; advice.*

Spell and Pronounce

Elsa	Hans	terrible	children

Tell the Meaning: (a) from Context, (b) from Word List

Frau	Easter	famine	excited

Act II

What was Frau Elsa's plan?
Tell in your own words the story as given in this act.
What does the picture on p. 142 show you?
Do you think Frau Elsa's plan was a happy one?
Do you enjoy having colored eggs at Easter time?
Can you imagine the joy of the German children at finding the colored eggs in the woods?
Why did the children cry, "Hurrah for the rabbit"?
Read the second act to bring out the joy of the children.
Vocabulary: *seeking.*

Spell and Pronounce

Trina	Franz	hurrah	easter
flowers	nestful	colored	violet

COLUMBUS AND HIS SON DIEGO

The Convent of La Rabida

Read the lines which the picture on p. 144 illustrates.
What aid did Columbus receive at the Convent of La Rabida?
Why did Columbus think that he might find help there?
Read lines that give Columbus's words to the friars.
Why was Perez more interested than the others?
In what way did he help Columbus?
Who gave Columbus ships and money for the voyage?
Read lines which the picture on p. 147 illustrates.
Read the entire lesson-unit.
Vocabulary: *interest; refuse.*

Spell and Pronounce

Spain	Perez	Isabella	seeking
Europe	Diego	Columbus	gathered

Tell the Meaning: (a) from Context, (b) from Word List

convent	friars	wisdom	beggars

Diego as a Page at the Spanish Court

Where did Columbus leave his son, Diego, while he was away on the voyage?
In what way did other pages at the royal palace tease Diego?
By what name did they call Columbus?
Why was he called "The Mad Sailor"?
What did Gomez think about the shape of the earth?
What illustrations did he give to prove that the earth is flat?
What terrible disaster did Gomez say would happen to the ships?
What made sea-going more slow and more dangerous then than it is now?
What message from Columbus was announced to the pages one day?
What had Columbus proved by his voyage?
Why did Columbus find America instead of India?

Find India, Spain, and America on your globe.
Read this lesson-unit to bring out clearly the thought.
Allow two pupils to read the dialogue between Gomez and Diego.
Read the whole story to bring out Columbus's sources of aid and the greatness of his discovery.
Do you like this story? Why?
Vocabulary: *royal; wharf; globe.*

Spell and Pronounce

Palos	sailor	toward	wharf
people	proudly	messenger	believed

Tell the Meaning: (a) from Context, (b) from Word List

court	palace	clad	monsters
page	jeered	shores	continent

THE BOY, THE BEES, AND THE BRITISH

The British Raid

Who is speaking in the first paragraph?
Why does the speaker use "too"?
Read lines that tell why 1781 was a hard year in Virginia.
Jack's mother told him why he was left at home. Read her words.
Who were the "red-coats"?
What did Jack's mother think the red-coats were after?
Tell of their raid of the plantation.
On which side was General Lafayette?
What wish did Jack's mother express concerning Lafayette's army?
Read the entire lesson-unit.
Vocabulary: *clatter; contented.*

Spell and Pronounce

cellar	British	swarmed	chased
spare	Virginia	Lafayette	wagons
heard	Washington	New York	squawking

Tell the Meaning: (a) from Context, (b) from Word List

general	plantation	piazza	officer

Jack's Daring Plan

What did Jack see far in the distance?
What daring plan did he make?
Jack made the bees fight the British. What effect did the bees have upon the result?
What else did Jack do?
Do you think Jack found a good way to help his country even though he was too young to join Washington's army?
Can you tell what "British" means?
Read the entire lesson-unit to bring out the excitement of the raid.
Read the whole story to enjoy the fine action in it.
Vocabulary: *pursuit.*

Spell and Pronounce

lookouts	explain	warning	plunged
Richmond	instantly	maddened	neighing

Tell the Meaning: (a) from Context, (b) from Word List

troops	beehive	granaries	confusion
clump	delayed	captured	helter-skelter

WASHINGTON'S BIRTHDAY

What date is the anniversary of Washington's birthday?
Does our "nation stop on its way" to observe that day?
Note that "nation" here means the people.
Do we have "banner and drum" on Washington's birthday?
Do we "recount" on that day, Washington's great deeds?
Can you use another word for "recount"?
Do you think it is "splendid to live so grandly" that our nation thus honors the day?
Can you tell what the poet means by "age to age"? What is an "age"?
Does Washington's birthday "live in a nation's heart all other days above"?
How would you say the last line of the second stanza?
Can you tell why the poet used the words in this order?
Tell in your own words what the fourth and fifth lines of the third stanza mean.
If the sixth and seventh lines of this stanza were written as one line, would the meaning seem clearer to you?
What is meant by "his name is on every tongue"?
Read this stanza.
Do we still point to Washington as a model in many things?
Who are the foes of wrong?
Do you think Washington's good deeds still serve to bring together those who stand for the right?
Memorize and recite the poem.
Vocabulary: *defiant; honor.*

Spell and Pronounce

flung	nation	banner	splendid
record	wrong	challenge	grandly

Tell the Meaning: (a) from Context, (b) from Word List

rally	age	tested	recounted
tocsin	foes	steadfast	challenge

A LITTLE LAD OF LONG AGO

Find the lines which the picture on p. 158 illustrates.
This picture shows Little Abe's house. How does it differ from yours?
Can you imagine how our country would seem if there were no books or newspapers?

When Abraham Lincoln was a boy there were few books. Do you think this was one reason the book was so precious to Little Abe?
Where did Little Abe get the book?
Why did he read it at night, not in daytime?
Where did he put the book each night when he had finished reading it?
When he saw the book was spoiled, what did Little Abe do at once?
Do you think it was a manly act for him to go to the owner of the book?
How did Little Abe pay for the book?
Read lines that tell you.
Can you give the name of the book?
What did Abraham Lincoln say about the book, after he had become President of the United States?
Do you like this story? Why?
Read the part that you like best.
Read the whole story to show Little Abe's liking for the book.
Vocabulary: *clumsy; spoiled.*

Spell and Pronounce

owner	crumpled	soaked	United States
Lincoln	borrowed	ruined	good-naturedly

Tell the Meaning: (a) from Context, (b) from Word List

sober	leggings	tassel	moccasins
chinks	homespun	fodder	faithfully

JOSEPH, THE RULER*

What does the picture on p. 162 tell you about the country in which Joseph lived?
Find lines that tell you the country is suited to grazing.
We speak of a "flock" of sheep. Use this word in speaking of other animals or of fowls.
Use "herd" in speaking of some other animals.
Do you know when to use the word "drove" in speaking of animals?
How many brothers had Joseph? Were they older or younger than Joseph?
Which of his brothers was kind to him?
Why did the others hate him?
Tell about Joseph's "coat of many colors."
Tell about his dream.
Read lines which the picture on p. 164 illustrates.
Read the entire lesson-unit.
Why did Joseph's brothers sell him as a slave?

*It is intended that certain selections in this Reader (notably the Hero and Fairy Tale groups) should be read mainly for the story-element. In dealing with these selections, the teacher should not interrupt the class to explain technical details unless the meaning of some passage will otherwise be obscure. The aim is to give power, not only to hold in mind the various incidents as the plot unfolds, but also to see the relationship of these incidents to each other and to the completed narrative. Reading of this kind trains children in the ability to enjoy with intelligence a long story or a book; and this is precisely the ability most needed in later school work as well as throughout life outside the school.

Where did the merchants take him?
What did Reuben say to his brothers after they had sold Joseph to the merchants?
Tell about the king's dream which Joseph was asked to interpret.
Read lines which tell you what Joseph said the dream meant.
Read lines which tell what Joseph advised the king to do.
Read the entire lesson-unit.
How did the king of Egypt show that he believed that Joseph was both good and wise?
Read the lines which tell you how Joseph felt when he saw his brothers.
Read the entire lesson-unit.
Read lines which the picture on p. 172 illustrates.
What plan did Joseph make to find out whether his brothers had grown more loving?
What made Joseph the happiest man in Egypt?
Read the entire lesson-unit.
Read the entire story to enjoy the simple beauty of it, and the forgiving spirit of Joseph.
Do you like this story? Why?
Vocabulary: *herd; pasture; mourn.*

Spell and Pronounce

tears	Egypt	clothes	happiest
ruler	Canaan	wicked	perfectly
chain	Reuben	dreamer	Benjamin

Tell the Meaning: (a) from Context, (b) from Word List

merchants	chariot	sheaf	comfort

THE SHEPHERD

What does a shepherd do?
Read the line that tells you.
Can you think of a word to use instead of "lot"?
What does the poet mean by "morn"?
Read the second line and then tell in your own words what the word "strays" makes you see.
Use another word instead of "tongue."
Which lines rhyme in the first stanza? In the second stanza?
Read the first stanza. The second.
Memorize and recite the poem.
Vocabulary: *innocent.*

Spell and Pronounce

shepherd	watchful	evening	follow

Tell the Meaning: (a) from Context, (b) from Word List

ewe	nigh

DAVID, THE SINGER*

What was David's work when a boy?
Why did he want to go to war?
Find words that relate to the picture on p. 174.
Tell of some things which David had to do that you would like to do.
What part of his work would you not like?
Read lines which the picture on p. 176 illustrates.
How did David fight the band of robbers?
How did David first help his king?
Why did King Saul wish David to stay with him always?
Can you repeat the verse which David remembered and told his father and mother?
Read the entire lesson-unit to get the complete picture.
On what journey was David sent by his father?
Why did David choose his own sling instead of the king's sword, with which to fight the giant?
If you did not know the end of the story would you think David was wise in this choice? Why?
Read lines which the picture on p. 184 illustrates.
What did David become when a man?
For what is he remembered? Why?
What are the songs of David called?
Read the entire lesson-unit.
Read the whole story to get the complete narrative and to see the beauty of the simple life of the shepherd in those days.
Vocabulary: *psalm; huge.*

Spell and Pronounce

Saul	captain	frown	Israel
leaped	entered	enemy	sword
seized	lullaby	cheer	psalm
firmly	Bethlehem	valley	armies

Tell the Meaning: (a) from Context, (b) from Word List

staff armor helmet shield

SAINT GEORGE AND THE DRAGON*

The delightful story of the Red Cross Knight of Spenser's *Faerie Queene* is here made available for the first time to children of the third grade. The teacher should read The First Book of the *Faerie Queene,* which contains this legend.

Read lines which answer George's question, "What do knights do?"
Read lines which tell the story the plowman once told George.
Read the entire lesson-unit.
Why did George want to become a knight?
What did he ask the queen to allow him to do?
Why did she not want to send George to fight the dragon?
Read the lines which the picture on p. 188 illustrates.

See footnote, p. 52.

Read the queen's words when she made George a knight.
Memorize and recite these words.
What brave deed did George do in the Wandering Woods?
Read the entire lesson-unit.
Why was the giant able to take George prisoner?
What words of the queen did George forget?
Read the entire lesson-unit.
How was George saved from the giant?
Read the lines which the picture on p. 193 illustrates.
For what did George blame himself?
Read the encouraging words which the great knight gave George.
How did the wise old man comfort George?
Read the lines that tell you.
Read the entire lesson-unit.
Find the lines which the picture on p. 195 illustrates.
How did Una's father and mother praise George's bravery?
What do you think the good queen said when she heard that George had killed the dragon?
How has George's brave life helped other boys?
Read the last paragraph. Memorize and recite these words.
Read the whole story, pupils each reading one of the lesson-units.
Do you like this story? Why?
Vocabulary: *guide; wonder; distance.*

Spell and Pronounce

shield	boldly	punishing	knight
begged	castle	somewhere	country
neither	dreadful	Saint George	praising

Tell the Meaning: (a) from Context, (b) from Word List

knight	plowman	refuse	deceived

THE DAISIES

Do you know daisies when you see them?
The name daisy is from day's eye, the sun.
Can you tell how the daisies praise the sun?
What is the "crown" of the daisy?
Find lines that rhyme in the first stanza.
Is each rhyme a perfect one?
Read the stanza.
In the second stanza, find the lines that rhyme.
Why does the poet say that when the sun goes down "their praising is done"?
Have you ever seen the daisies "fold up their crown" in the evening?
What happens to the daisies in the morning?
Read the lines that tell you.
Which line does "Praising and praising" explain?
Write the fifth and sixth lines of the second stanza as you would express this thought.
Why does the poet say they raise such low songs "that no one hears them but the sun who rears them"?

Do you think the poet is trying to tell us that the daisy is a modest flower?
Do you like this poem? Why?
Read the lines that you like best.
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *praise; rear.*

Spell and Pronounce

spread	plain	their	low
crown	amain	hears	rears

CALLING THE VIOLET

Who is talking in the first stanza? To whom?
Who is meant by "I"?
What is the season?
Violets are among the earliest spring flowers.
Do they have "blue eyes"?
What does the first stanza make you see?
Read the stanza to bring out these pictures.
Which lines rhyme?
In the first stanza the violet is called "Dear Little Violet."
What is it called in the second stanza?
The poet thinks of the violet as a person.
Why is the fancy in the first line particularly apt?
What do the third and fourth lines make you see?
Have you seen the violet's "hood of green"?
Write the last four lines as you would express this thought.
Is "peep" an apt word? Use another word instead, and you will see how apt "peep" is.
Do you think "silent" and "shy" are apt words?
What do these words tell you about the violet?
Use another word instead of "silent" (quiet; noiseless).
Which lines rhyme?
Read the stanza, one pupil reading the first four lines, another pupil reading the next four lines.
Write the first two lines of the third stanza as you would express this thought. (The little brooks trickle close to your bed.)
Can you tell why the poet uses the words in this way?
Read the first four lines.
Is "fleecy" an apt word? Use another word instead, and you will notice how apt "fleecy" is.
Find an apt word in the next line. (float).
Why are quotation marks used to enclose "ready and waiting"?
What does "slender" make you see? Is it an apt word? Note that the voice must be held on "reeds."
Why are quotation marks used in next to the last line?
Have two pupils read the stanza, one reading the first four lines, the other the last four lines.
In the fourth stanza what is the violet called?
Read the first four lines.

Expand the second and fourth lines. (Winter *is* away, etc.)
What is the poet's meaning in the fifth and sixth lines?
Do you like the poet's fancy in the last line?
Read the last four lines.
Read the entire stanza, just as you read the third stanza.
What does the rain "whisper" to the violet? (Stanza five.)
We think of May as a gentle month. Do you see any reason why the poet has the rain "whisper" rather than "shout" to the violet?
Note that the voice must be held on "winds."
What do the first four lines of the last stanza make you see?
"Troop" and "winning" are apt words. Can you tell why?
Find another word for "winning," and you will see how apt it is.
Expand the next to the last line.
Which lines rhyme in this stanza?
Have two pupils read the last stanza, one pupil reading the first four lines, the other reading the last four lines.
Find all the different names used in addressing the violet in this poem.
Read the whole poem to enjoy the fine fancies and the beautiful rhythm.
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *shy; slender.*

Spell and Pronounce

mossy	earth	meadow	winning
waiting	hood	overhead	underground

Tell the Meaning: (a) from Context, (b) from Word List

trickle	fleecy	reeds	flutter

BROTHER GREEN-COAT

AUNT MOLLY'S FAIRYLAND

Have you ever seen the clouds "flying just as if they were playing follow-my-leader"?
Why did Betty wish there were elves and fairies?
Read lines that tell how Aunt Molly's little friend looked at the various times she saw him.
Do you think these "adventures" of her little friend were strange ones?
What was the name of Aunt Molly's little friend?
Where does he live in winter?
Have you ever seen Brother Green-Coat?
Read the lesson-unit to bring out Betty's wonder and curiosity.
Vocabulary: *pool; adventure.*

Spell and Pronounce

soot	Little Betty	scrubbed	trousers
velvet	Aunt Molly	Green-Coat	fairyland

Brother Green-Coat

What reason did Betty give for believing this strange friend was not the robin? The blue-jay?
What is Brother Green-Coat's name before he puts on his velvet suit?
Have you ever seen a frog?
Have you ever heard a frog sing or talk?
Did you ever see frogs' eggs? Tadpoles?
How did Betty account for Brother Green-Coat's bright suit and clean trousers?
What did Betty learn from Aunt Molly's little friend?
What does the picture on p. 205 show you?
Read the lines which the picture on p. 200 illustrates.
Will this story lead you to look at the frog more closely hereafter?
Read the lesson-unit.
Then, read the whole story for the pleasure of getting the story in connected fashion.
Vocabulary: *creature; snug; reed.*

Spell and Pronounce

washes	tadpoles	floating	suit
chooses	anything	wriggling	hatched

THE SCARECROW

What does the first stanza make you see?
How did the farmer wish to "beat the robins"?
Can you use another word for "beat"? (Outwit.)
Read just the words the farmer said not the others.
Then, read the entire first stanza.
Which lines rhyme?
What picture does the second stanza give you?
What does "grim" add to your picture? "threatening"? "bristling"?
Find all the different words used in the poem for scarecrow, as "horrible thing."
Can you use another word for "fashioned"? (made)
In the fourth stanza, to what are the blossoms of the cherry tree compared in color?
Have you ever seen a cherry tree in blossom?
Did you think it "a lovely sight"?
Did the scarecrow frighten away the birds?
Read the line that tells you.
Have you ever seen a robin hold his head "aslant," looking at something inquiringly?
"Surveying" means, looking at carefully.
"prospects blight"—to destroy the chances of.
Did the rain ever "blight" your "prospects" of going somewhere that you wished very much to go?
What question did the robins ask themselves?
Read the line that tells you.
Which lines rhyme?

The sixth stanza is enclosed in quotation marks. Who is talking? About whom?
In what way was the scarecrow "harmless"? "comical"? "tough"?
Use another word for "budge."
Read the third line. Can you think of a reason why they should "all go into the tree together"?
Can you tell what the poet means by "sauciest pair"?
What does "peered and perked" make you see?
What spot do you think the pair "selected with the utmost care"?
What "work" do you think they did all day?
What was "half concealed on his ragged breast"?
Why did they build their nest in the scarecrow's pocket?
Read the lines that tell you why.
Use another word for "concealed." For "covert."
Do you think the farmer "beat" the robins?
Use another word for "thriving."
Tell the thought of the last sentence in other words.
Do you like this poem?
Read the whole poem to bring out the pictures clearly, to enjoy the quiet humor and the beautiful rhythm.
Memorize the stanza that you like best.
Vocabulary: *thriving; risk; budge.*

Spell and Pronounce

horrible	foam	roughest	tough
scarecrow	bough	prospects	safety
clustered	blossoms	convenient	weather

Tell the Meaning: (a) from Context, (b) from Word List

ruby	aslant	comical	bristling
brisk	peered	tattered	surveying
utmost	perked	concealed	threatening

THE BIRD AND THE SHIP

Read the first stanza—the words of the ship.
What does "rush" make you see?
Read the lines that tell why "the rivers rush into the sea"?
What are the wind's "noisy trumpets"?
Find the lines that rhyme.
Does the rhyme add to the beauty of this poem?
What do you see in the picture on p. 208?
Read the first stanza again to bring out the pictures more clearly.
Read the words of the bird—the second stanza.
What can fly besides the little birds?
Have you ever seen the little birds play in the clouds?
In the third stanza the ship invites the bird to go with it.
Why does it ask the bird to stand on the mainmast? Read the lines that tell you.
What does the poet mean by "full to sinking"?
The poet calls the ship a "house." Tell why this is an apt fancy?

What does "all" add to the thought of the last line?
Read the bird's reply to the ship's invitation.
Use another word for "bonny."
What reasons did the bird give for not going with the ship?
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *trumpet; mainmast.*

Spell and Pronounce

wilt	noisy	mayest	sinking

BIRDS IN SPRING

What picture does the first stanza give you?
What does "flash" make you see?
Which of the things mentioned can you learn about by the use of the ear? Which by the eye?
Read the stanza to make others "listen," and to bring out the splendid rhythm.
In the second stanza distinguish sharply between "fog" and "frog."
Have you ever heard a frog "croaking"?
Read the first four lines.
What does "midges" make you see?
Can you use another word for "gauzy"? For "glancing"?
Are these apt words?
Which lines rhyme?
Read the stanza to make others *hear* the "frogs" and *see* the "midges."
What does "out-door flush" mean?
What is the "flurry" that the poet speaks of?
Can you use another word for "flurry"? Do you like it as well?
Do you think "flurry" an apt word?
Find other apt words in the poem.
What is it to "presage"?
Read the whole poem to enjoy the beauty of the rhythm and the pictures.
Learn the name of the poet.
Memorize and recite the poem.
Vocabulary: *rustle; bustle; gauzy.*

Spell and Pronounce

twitter	outspread	dancing	glancing

Tell the Meaning: (a) from Context, (b) from Word List

fog	flush	midges	ceaseless
crool	croon	croaking	presaging

WHAT KEPT THE CHIMNEY WAITING

Whose house was to have a new chimney?
Why were the boys particularly glad of this?
Tell about the ride the boys took.
What incident of the drive shows that the grandfather was kind-hearted?

What did the grandfather show the boys that explained why the new chimney had to wait?
Why do you think he did not *tell* the boys instead of waiting to show them?
Read the story to show the spirit of kindness and tenderness for the chimney-swallows.
Vocabulary: *excited; jolty; decide.*

Spell and Pronounce

until	Walter	speckly	Old Molly
ladder	Mike	tiptoed	harnessing
chimney	Frank	swallows	grandfather

Tell the Meaning: (a) from Context, (b) from Word List

mortar	hodcarrier	attic	blinked
bricklayer	disappointed	necessity	freckly

NEST EGGS

Where does the poet say the birds "flutter and quarrel"?
What is the "tent" of the laurel bush?
In what part of the laurel is the nest found?
Which lines rhyme in the second stanza?
What does the poet say the young birds when hatched will do?
Read the lines that tell you.
In the fourth stanza, what does the poet tell you?
Read the stanza to bring out the thought.
Tell in your own words what the fourth and fifth stanzas mean.
What does the poet mean by "musical speeches"?
Can you tell this thought in other words?
Do you know why the poet uses these words?
Read this stanza.
What does the last stanza tell you?
Read the whole poem to show the advantages the young birds have over us.
Memorize and recite the poem.
Learn the name of the poet.
Find in your Table of Contents another selection by this poet.
Recite it.
Vocabulary: *frail; arbor.*

Spell and Pronounce

sunny	heated	frailer	walking
laurel	seated	beeches	younger
taller	flutter	plodding	upspringing

Tell the Meaning: (a) from Context, (b) from Word List

musical	speeches	sensible

ROBIN REDBREAST

Who is talking in this poem?
How can a garden "smile faintly"?
Where do the swallows go in winter?
Read lines that tell how Robin Redbreast looks in the fall.

Have you ever heard him sing in the fall?
In the last four lines, the poet is speaking *to* him.
Read these lines to show this change.
Use another word for "hosts."
Can you tell in what way "the trees are Indian princes" in autumn?
What will turn the trees to "ghosts"?
What does "leathery pears and apples" make you see?
What does the next line add to your picture?
Read the last four lines to show that Robin is spoken *to*.
What does the poet mean by "pinching" days?
Use another word for "pinching." (biting)
Read the stanza to make others see the autumn pictures.
Have you ever heard a cricket chirp?
The field mouse winters under straw stacks and hay stacks.
Is "trembling" a good word for a windy night in the late fall?
Have you heard the wind "whistle"? Have you heard it "moan all round the house"?
Read the first four lines of the last stanza.
Have you ever seen "the branches plumed with snow"?
Do you feed the birds crumbs of bread in winter?
Read the whole poem to show the pictures and the splendid rhythm.
Memorize and recite the poem.
Learn the name of the poet.
Find another poem in your Reader by the same author.
Vocabulary: *hosts; ruddy.*

Spell and Pronounce

ghosts	crumb	falling	whistle

Tell the Meaning: (a) from Context, (b) from Word List

thrushes	breast-knot	plumed	cricket

THE SHELL

Who is talking in this poem?
Did you ever hear a shell sing?
Does it seem strange to you that a shell can "sing"?
How did the poet at last account for the shell's "song"?
Which lines rhyme in the second stanza?
Why did the poet "wish the song had words"?
Have you ever heard the waves roar on the shore?
Did you ever see waves as high as your head?
What does the last stanza tell you?
Notice that your voice holds on "anything" and on "sang."
Read the whole poem to enjoy the fine fancies and the beauty of the rhythm.
Memorize and recite the poem.

Spell and Pronounce

secrets	music	rushing	surely

THE RAINDROPS' RIDE

The poet is thinking of the raindrops as little folk.
Do you think it a pretty fancy for the drops of water "to agree to go upon a journey"?
Where were these little drops of water?
What was the raindrops' "carriage"? Their "horse"?
Why did the carriage break?
What became of the raindrops then?
What happened to the raindrops after they "came tumbling to the ground"?
Instead of "home" use the words that tell where their home was.
Read the whole poem to show the beauty of the fancies, and the splendid rhythm.
Memorize and recite the poem.

Spell and Pronounce

whose	agree	tumbling	brooklet

WHAT BROKE THE CHINA PITCHER

Careless Katrina

Read the lines that tell the kind of night it was
Why did Jack Frost say that Katrina was a careless girl?
What is a "spare" room?
Why did not Jack Frost go into the sitting-room?
Which room did he decide to go into?
Read the lesson-unit.
Vocabulary: *cosy; chuckled.*

Spell and Pronounce

crisp	creaked	slipped	Jack Frost
farther	company	shaking	slumberland

Jack Frost's Mischief

How did Jack Frost excuse himself for breaking "such a handsome pitcher"?
Read lines that tell what the water said Jack Frost was doing.
Read lines that tell what the pitcher said to the water drops.
What happened to the pitcher?
What did Jack Frost and old North Wind laugh about as they went away together?
What was Katrina doing all the while?
Read the whole story.
Vocabulary: *gayly; gliding.*

Spell and Pronounce

several	shivered	freeze	cracked
pitcher	washstand	rattling	certainly

Tell the Meaning: (a) from Context, (b) from Word List

spoil	effect	repeating	crystals
jolly	groaned	noiselessly	sleighbells

SIGNS OF THE SEASONS

What two signs of spring are mentioned in the first stanza?
Which lines rhyme?
What four signs of winter are mentioned? Which of these do you know best?
Read this stanza to make others see clearly the summer pictures.
What four signs of autumn does the poet name? Which of these are you most familiar with?
What four signs of winter are mentioned? Which of these do you notice most?
What does the last stanza tell you?
Do you think the signs that "go round and round with the changing year" are wonderful and beautiful?
Read the poem to bring out the pictures of the seasons and to enjoy the rhythm.
Memorize and recite the poem.
Vocabulary: *steer; dumb.*

Spell and Pronounce

bluebird	berries	dumb	fields

MOTHER SPIDER

Which of the little creatures mentioned on p. 224 have you seen?
What did Mother Spider carry in her mouth this summer day?
What is meant by "pounced angrily" upon him?
How could Mother Spider "tumble the big beetle over"?
Read lines which the picture on p. 225 illustrates.
Read the lines that tell you what was in Mother Spider's white bag.
Have you ever seen a grasshopper? A spider?
Have you ever seen a grasshopper jump?
How did Mother Spider carry her "baby spiders"?
Read the whole story for the humor and the fine pictures.
Vocabulary: *grumble; pounce; beetle.*

Spell and Pronounce

weight	balanced	stupid	mid-summer
hurrying	crawling	wriggled	Grasshopper

FAIRY DAYS

Who is talking in this poem?
What time in the poet's life is he thinking about?
What do the first four lines make you see?
Begin with the fourth line and read up instead of down.
Does that give you the meaning just as well?
Read lines that tell what these fairy tales led to.
In the second stanza, who "came flying east and west"?
Can you use another word for "wondrous"?
What picture does the third stanza give you?
Tell all you see in your picture.
What does "palfrey" make you see?

What picture do the first four lines of the fourth stanza give you?
What do the next four lines add to your picture?
Can you use another word for "ogre"? For "snare"?
What do the first four lines of the fifth stanza make you see?
What do the next four lines add to your picture?
Use another word for "reels."
Read the whole poem to enjoy the pictures and the rhythm.
Memorize and recite the poem.
Learn the poet's name.
What other poem in your Reader is by the same poet?
Vocabulary: *mail; jewel.*

Spell and Pronounce

flying	crown	blushing	waken
prancing	brought	wrinkled	tumbles

Tell the Meaning: (a) from Context, (b) from Word List

reels	snare	curse	ambling
ogre	hawk	tender	palfrey

THE SLEEPING BEAUTY*

This story, with many variants, has been told by all peoples to typify the sleep of Nature in winter and its awakening at the touch of spring.

The Wicked Fairy

Why did the king invite only twelve of the fairies to the feast?
What did the wicked fairy do?
Read the lines which the picture on p. 230 illustrates.
What was the twelfth fairy's gift?
Tell what happened to the maiden on the day she became fifteen.
Read lines which tell of the sleep that came upon the whole place.
Tell about the hedge that sprang up.
Read the lesson-unit.
Vocabulary: *magic; invite.*

Spell and Pronounce

fifteen	narrow	stables	nodded
eleven	finished	staircase	roasting
twelfth	importance	spinning	entering

Tell the Meaning: (a) from Context, (b) from Word List

flax	tower	spindle	pigeons

The Young Prince

Read the words of the young prince when he heard the story of the enchanted castle.
What did the young prince find when he reached the castle?
How did he awake the princess?

See footnote, p. 52.

What does the picture on p. 234 illustrate?
Read lines that tell you how the whole court awoke.
Read the whole story, each pupil reading a lesson-unit.
Vocabulary: *court; rejoicing.*

Spell and Pronounce

pigeons	household	peacefully	shook

CINDERELLA, OR THE LITTLE GLASS SLIPPER*

Cinderella's Selfish Sisters

Read lines that tell you the kind of woman the mother was.
Why did she love her two selfish daughters more than her kind daughter?
Read lines that tell how she treated her youngest daughter.
Why was the kind daughter called Cinderella?
Read of the preparations of Cinderella's sisters for the ball.
Read lines that the picture on p. 236 illustrates.
Vocabulary: *scour; complain.*

Spell and Pronounce

attic	possible	diamonds	trimmings
patiently	flowered	Cinderwench	dressmakers

Tell the Meaning: (a) from Context, (b) from Word List

rude	cinders	linen	favorite

The Fairy Godmother

How did the fairy godmother prepare Cinderella for her trip to the ball?
What does the picture on p. 240 illustrate?
When was Cinderella to return? Read the lines that tell you.
Read the lesson-unit.
Vocabulary: *rind.*

Spell and Pronounce

chose	suit	climbs	sighing
coach	jewels	footman	touched

Cinderella at the Ball

Read lines that tell how Cinderella was received at the ball.
What attentions did the king's son show her?
Why did Cinderella wish to go to the ball again the next night?
What did her sisters tell about the ball when they returned?
Read the lines that tell you.
Read the lesson-unit.
Vocabulary: *fashion; citron.*

Spell and Pronounce

yawning	smiled	nobody	murmur
admired	hastened	Charlotte	stepped

See footnote, p. 52.

THE GLASS SLIPPER

What happened when the clock struck twelve?
What did the sisters tell Cinderella when they returned from the ball? Read the lines that tell you.
How did the prince find the owner of the little glass slipper?
Read lines that the picture on p. 245 illustrates.
Read lines which show that Cinderella forgave her sisters for their unkind treatment of her.
Vocabulary: *maiden; herald.*

Spell and Pronounce

overtake	happily	throwing	pardon
charming	slipper	beautiful	treatment

FAIRYLAND

Who is talking in this poem?
What picture do the first four lines give you?
How does the nurse's opinion differ from that of the little child?
Which lines in the first stanza rhyme?
What does the second stanza make you see?
Have you ever been frightened "when no one's by"?
Have you ever heard noises "after dark" that made you "run away to hide and cry"?
Can you point to the west?
What does the first line of the last stanza make you see? The second line? The third line?
What does "dimpled" make you see?
What does "grassy hollows" add to your picture?
Read the lines that tell what the nurse thinks of "our woods."
What does the child think of them?
Read the whole poem to show the beauty of the pictures and the contrast in views between the child and the grown-up.
Memorize and recite it.
Vocabulary: *dimple; queer; hollow.*

Spell and Pronounce

four	nurse	queen's	creeping
noise	weeds	grassy	afternoon

HANS AND THE FOUR GREAT GIANTS*

HANS GOES OUT INTO THE WORLD

What does the picture on p. 248 illustrate?
Read lines that tell what kind of boy Hans was.
Why did he go out in search of work?
What work did he find to do?
Tell about the beautiful princess.

See footnote, p. 52.

What did Hans ask of the king?
Read the king's words in reply.
Read the lesson-unit.
Vocabulary: *bundle; enchanted; province.*

Spell and Pronounce

Hans	thirsty	palace	something
pride	governor	chopping	blacksmith

THE ENCHANTED PEARLS

Why did Hans go in search of the enchanted pearls?
Tell of his trip to the North Sea.
Why did Hans invite each giant that he met to go with him?
How did each one aid him?
Vocabulary: *greyhound; necklace.*

Spell and Pronounce

loud	hearty	earache	straight
shade	bottom	North Sea	neighbor

HANS WINS THE PRINCESS

How did Hans win the princess?
Do you think he deserved his good fortune?
Read lines which show that he was grateful.
Read the whole story, each pupil reading one lesson-unit.
Do you like this story? Why?
Vocabulary: *kingdom.*

Spell and Pronounce

rowed	throne	stooped	richest
festival	giant	faithfully	travelers

THE UGLY DUCKLING*

Why had the duck chosen a place among the burdock leaves for her nest?
Read lines that tell how big the old duck thought the world was.
How did Mother Duck find out that the ugly little one was not a turkey?
Read lines that tell you why the duckling was not liked in the farmyard or in the hut.
Read lines which the picture on p. 260 illustrates.
Why did the duckling wish to be beautiful?
Do you think the duckling would have been called ugly if he had always lived with the swans?
Read lines that tell how happy the duckling was when he was called beautiful.
What does the picture on p. 269 illustrate?

See footnote, p. 52.

Read the whole story, each pupil reading one lesson-unit.
Learn the name of the author.
What other story have you read in your Reader by the same author?
Did you like that story? Do you like this one?
Vocabulary: *swan; stack.*

Spell and Pronounce

clapped	freezing	lonely	politely
cheated	dazzling	gleamed	freshness

Tell the Meaning: (a) from Context, (b) from Word List

plunge	sensible	burdock	reflection

VACATION TIME

Who is talking in this poem? To what?
What does the second line of the first stanza make you see?
What are the "bells of the brooks"?
Does "woodland bells" make you see anything? What?
What do the third and fourth lines make you see?
Which lines rhyme?
Read the first stanza.
Can you mention any "brave lessons and tasks"?
Are you as glad to come back to school in the fall as you are to go in the summer?
Find lines that rhyme.
Read the last stanza.
Read the whole poem.
Vocabulary: *dell.*

Spell and Pronounce

cool	sigh	tasks	lessons
gay	open	ringing	hill-tops

DRAMATIZATION

THE BROWNIE OF BLEDNOCK

ACT I

(The Wee Man Comes to Town: Granny Duncan's Advice)

TIME. One Summer Evening, Long Ago.

PLACE. The Village of Blednock.

PERSONS. The Brownie, the Villagers, Granny Duncan, Tom, Baby Meg, The Miller, Several Others.

(The brownie comes up the street, singing "Oh, my name is Aiken-Drum," etc. The villagers stare and wonder, the children are frightened.)

Robert. (Watching brownie as he passes.) Did you ever see such eyes!

Henry. Look at his long beard!

Granny Duncan. I think this is just a harmless brownie. Bring Baby Meg to see him. If she smiles upon him, he is just a brownie. *(Baby Meg is brought in. She laughs and crows and puts out her tiny hands to the strange little man.)* He is just a good, kind brownie! Many a long day's work will he do for people who treat him well. *(The villagers crowd around the brownie.)*

Old Man. Can you not speak? Tell us where you came from.

Brownie. I cannot tell you where I came from. My country is not at all like this land of yours. For there we all learn to serve, while here everyone wishes to be served. We love to work.

Tom. Do you really like to work?

Brownie. I love to serve. He serves himself best who serves others most. If I am needed I will stay in this place awhile. I do not want clothes, or bed, or wages. All I ask is a corner of the barn to sleep in and a bowl of broth at bedtime. If no one troubles me I will be ready to help anyone who needs me.

The Men. (Whispering to each other.) Perhaps it would be better to have nothing to do with him.

Granny Duncan. It's just a harmless brownie, I tell you. Have you not all complained about your hard work? Here is a good workman all ready for you. Will you turn him away just because he looks queer?

Girls. But he will frighten strangers! Our friends will not come to the village if we let him stay.

Granny Duncan. Handsome is as handsome does. I've heard that a brownie can stack a whole ten-acre field of wheat in a single night.

The Men. A ten-acre field in a single night! Just think of it!

The Miller. You may sleep in a corner of my barn.

Granny Duncan. I promise you a bowl of broth at bedtime.

All. Very well. Good night! Let us hurry home! *(Children keep close to their elders on account of fear, looking back to see that the brownie is not following them.)*

Act II

(The Brownie's Good Deeds)

Time. A Few Weeks Afterward.

Place. On the Village Green.

Persons. The Village Children.

(Boys running a race. Girls, standing in a group, talking.)

Jim. There! I beat again!

Tom. Jim always beats! I wish I could run as fast as he does!

Harry. Well, I'm too tired to run any more. Let us sit down and rest. *(Boys throw themselves down on the ground.)*

Jack. I wonder what the girls are talking about over there.

Robert. I am going over to find out.

George. So am I. Come on, boys! *(Boys run across green to girls.)*

Henry. What are you girls talking about?

Lucy. O, we are talking about that dear little brownie!

Boys. *(All together.)* Where is he? Have you seen him?

Alice. We don't know where he is now, but we saw him last night.

Boys. Last night! Where was he?

Susan. Down by the old mill.

Jane. We were all there and he sang the most beautiful songs for us!

Mary. O, boys, I wish you could hear him! His voice is so sweet and soft!

Jack. Perhaps he sang to our baby last night.

Girls. O, Jack, is the baby sick?

Jack. He is better today, but he was very sick last night. He cried and cried and would not go to sleep. Mother was so tired that she fell asleep in her chair and when she woke the baby was asleep and the fire was made and the breakfast was all ready.

Girls. The dear good brownie!

Robert. Did you know he brought our sheep home the night of that great storm? My father was sick and mother said I was too small to go out in such a storm. The poor sheep would have died if the brownie had not brought them home.

Henry. He helped my father in the field yesterday. Poor father was so tired that mother was afraid he would be sick, but he came home at night so smiling and happy that we knew the brownie had been with him.

Jane. He made the bread for mother one day when she was tired.

Alice. He made the best butter we have ever had!

Tom. He seems to be helping someone, all day and all night, too!

Ellen. Do you remember what he said that first night? Mother makes me say those words every day.

Jim. What words do you mean? You know I was sick the night the brownie came and so I did not see him.

Children. *(All together.)* "He serves himself best who serves others most."

Tom. I never thought about serving others until the brownie